DOCUMENT RESUME

ED 369 853 UD 029 830

AUTHOR	Parker, Agnes; Williams, Linda
TITLE	Compendium of Program Facts and Executive Summaries. 1990-91 Evaluation Reports.
INSTITUTION	Educational Software Evaluation Consortium.
PUB DATE	Feb 92
NOTE	138p.
PUB TYPE	Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Compensatory Education; Elementary Secondary Education; Evaluation Methods; Financial Support; Preschool Education; *Program Descriptions; *Program Evaluation; Student Participation; Tutorial Programs
IDENTIFIERS	*Detroit Public Schools MI; Education Consolidation Improvement Act Chapter 1

ABSTRACT

This compendium provides an overview of evaluation reports on specially funded programs that operated in the Detroit Public Schools during the 1990-91 school year. The programs are those funded by either the Detroit Board of Education, Chapter 1 of the Elementary and Secondary Improvement Amendments, Article 3 of the State Aid Act, Gifted and Talented Program of the State Aid Act, Bilingual Education Acts, or grant monies from foundations. For each program evaluated, the compendium includes a Program Facts page which provides funding, staffing, and student participation information. An Executive Summary that describes the purpose of the program, salient features, evaluation methodology, and significant findings and recommendations, is included for each program. (GLR)

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ED 369 853

COMPENDIUM
OF
PROGRAM FACTS
AND
EXECUTIVE SUMMARIES

1990-91 Evaluation Reports

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Office of Research, Evaluation, and Testing
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Division of Management Effectiveness
Detroit Public Schools

February, 1992

UD 029830

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1990-91 Evaluation Reports

Office of Research, Evaluation, and Testing
Department of Planning, Research and Evaluation
Division of Management Effectiveness
Detroit Public Schools

February, 1992

Processed by:
Agnes Parker and Linda Williams

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Foreword

This compendium has been developed to provide an overview of evaluation reports on specially funded programs which operated in the Detroit Public Schools during the 1990-91 school year. These programs were funded by either the Detroit Board of Education, Chapter 1 of the Elementary and Secondary School Improvement Amendments, Article 3 of the State Aid Act, Gifted and Talented Program of the State Aid Act, Bilingual Education Acts, or grant monies from foundations. Students eligibility for program participation meets the requirements of the funding agency.

For each program evaluated, the compendium includes a Program Facts page which provides funding, staffing, and student participation information. There is also an Executive Summary which describes the purpose of the program, salient features, evaluation methodology, and significant findings and recommendations.

Additional information about the compendium may be obtained by contacting Charmaine Johnson at the Detroit Public Schools' Office of Research, Evaluation and Testing 494-2251.

Chapter 1 Programs

PROGRAM FACTS

Name of Program : Children's Museum

Funding Year : 1990-91

Purpose of Program : To enhance gains in reading and mathematics skills through the presentation of a series of eight lessons using artifacts from the museum collection.

Features of Program : The central theme of the lessons was "Environment - Earth and Beyond." Each lesson incorporated workshop activities for all participants. In addition, each student was given a workbook which was to be used for follow-up activities in reading and mathematics at the home school.

Funding Source : Chapter 1, Elementary and Secondary School Improvement Amendments

Funding Level : $102,064

Number and Level of Participants : Approximately 1,000 pupils in grades 4, 5, and 6

Number and Level of Schools in Program : 43 elementary and middle schools

Staffing Pattern : 1 teacher

Instructional Time : One and one-half hours for each of the eight lessons

Equipment and Materials : Museum artifacts and materials for make and take activities

First Year Funded : 1971

CHILDREN'S MUSEUM
1990-91

Executive Summary

Purpose and Features of the Program

The major expectation of the Children's Museum Program is that Chapter 1 participants who attend the program will exhibit significant gains in reading and mathematics. The project employs one teacher who presents an integrated series of eight lessons at the museum. Artifacts from the museum collections are used in the development of the presentations and in turn, the presentations are designed to reinforce reading and mathematics skills. A student workbook devised for follow-up activities at the home school has also been developed and is distributed to every participant.

Evaluation Methodology

The assessment of the Children's Museum Program consisted of two parts, a process and a product evaluation. For the process evaluation, teachers of participating pupils were asked to respond to a survey in order to provide the director with their opinions concerning the implementation of the program. The product evaluation was designed around the expectation that the Children's Museum Program would enhance the reading and mathematics achievement of the Chapter 1 participants as measured by the California Achievement Tests (CAT). To assess the relative performance of the participants on the CAT, random samples of Chapter 1 students who did not attend the Museum Program were selected for comparison purposes.

Findings and Recommendations

Project students achieved higher means on the California Achievement Tests than non-participants on both reading and mathematics for Grades 4 and 5. Grades 4 project students achieved a posttest normal curve equivalent mean of 49.6 in reading and 51.0 in mathematics. Non-project students in Grade 4 achieved a normal curve equivalent mean of 38.8 in reading and 38.14 in mathematics. Grade 5 project students achieved a posttest normal curve equivalent mean of 46.5 in reading and 48.1 in mathematics. Grade 5 non-project students achieved a normal curve equivalent mean of 41.1 in reading and 43. 5 in mathematics. However, further analysis did **not** show a statistical significance except for Grade 4 project students. Results of an analysis of covariance indicate that there is a statistical difference between the experimental and control group's posttest results for Grade 4 students on the CAT mathematics subtest in favor of the experimental group.

Classroom teachers who visited the Museum with their students repeatedly rated the activity as "excellent/good." All of the teachers gave a high rating for the content of lessons, duration of lesson, and suitability for grade level. A summary of teachers' responses may be found in the appendix.

All aspects related to the Museum were rated highly. Areas that were assessed also included: content of workshop; duration of workshop; students' reaction to the Museum visits; and usefulness of the handbook.

The project is recommended for continuation even though only Grade 4 project students in mathematics performed better at a statistically significant level when compared with non-project students. While it is expected that Chapter 1 programs should increase student achievement, there is reason to believe that the enrichment experience is crucial to the learning process.

Evaluator: Doris J. Hodge

PROGRAM FACTS

Name of Program	:	Detroit's Middle School Computer Literacy/Applications Program (CLiP)
Funding Year	:	1990-91
Purpose of Program	:	CLiP's goal is to improve basic skills using microcomputers as tools for learning and to transfer basic and computer skills to other subject areas.
Program Features	:	CLiP is a course offered to students at the middle school level in a computer laboratory setting. Each CLiP lab is staffed by a teacher who helps students to use computers, software, and technology so that they may demonstrate the transfer of learned reading and mathematics skills to practical applications.
Funding Source	:	Chapter 1 of the Elementary and Secondary School Improvement Amendments (E.S.S.I.A) and Article 3 of the State School Aid Act, and funds raised by local schools.
Funding Level (Approximate)	:	Chapter 1: $ 901,600 Article 3 : 168,800 Total $1,070,400
Number and Level of Participants	:	2,212 middle school students
Number and Level of Schools in Program	:	23 middle schools have a CLiP funded teacher. All other middle schools have a lab, staffed by a teacher funded from other sources.
Staffing Pattern	:	One project director and 23 computer specialists
Instructional Time	:	45 minute class periods, 5 days per week for 9 weeks. This varied from 45 to 90 periods of exposure as principals scheduled classes.
Equipment and Materials	:	62 microcomputer labs, equipped with 9 stations and demonstration facilities, printers, modems, and software.
First Year Funded	:	1982-83
Names of Schools	:	Schools with a CLiP funded teacher: Barbour, Boynton, Burroughs, Cerveny, Drew, Durfee, Earhart, Grant MS, Hally Open MS, Hutchins, Jackson, Joy, Longfellow, McMichael, Miller, Munger, Noble, Nolan, Pelham, Post, Robinson MS, Winterhalter, Young

DETROIT'S MIDDLE SCHOOL COMPUTER LITERACY/ APPLICATIONS PROGRAM (CLiP)
1990-91

Executive Summary

Purpose and Features of the Program

The Computer Literacy Program (CLiP) is a course in which middle school students attain computer literacy by using microcomputers and software for basic skills and school related applications. The purpose for attaining computer literacy is to facilitate skill acquisition and practice in the discipline areas of reading and mathematics. Each CLiP microcomputer lab is staffed by a teacher who assists students in the use of the computer, software, programming, and telecommunications in order that students may demonstrate the transfer of learned reading and mathematics skills to practical applications. The educational activities of CLiP can be appropriately correlated to the Detroit Public Schools Strands and Objectives, as well as to the Michigan Educational Assessment Program (MEAP) and California Achievement Tests (CAT) reading and mathematics objectives.

The goals of the program are to improve mathematics and reading achievement while using microcomputers as vehicles for instruction, to transfer specific skill application to content subject matter, and to provide students with an opportunity to develop the knowledge and skills necessary to use and work with computers as tools for learning.

Materials and equipment for CLiP labs are funded under Chapter 1, Article 3, and from local school funds. Each lab is fully equipped with 9 microcomputer stations and demonstration facilities, as well as printers, modems, and software. Students attend the lab in 45 minute class periods, for periods of time ranging from 45 to 90 class meetings. The schedule varies from school to school, depending on the scheduling pattern determined by the principal. Only 23 labs were staffed with a teacher funded by CLiP this year. These schools were asked to submit lists of participating students' I.D. numbers for the purpose of obtaining test scores included in this evaluation. Scores for students from these 23 schools are included in this evaluation.

Methods and Procedures

Achievement test scores from the city-wide testing program in reading and mathematics were retrieved in Normal Curve Equivalents (NCEs) for 1990 (pretest) and 1991 (posttest). These data were analyzed based on the Chapter 1 criterion of acceptable progress for compensatory education students (i.e., posttest scores must be at least 1 NCE higher than pretest scores).

Conclusions and Recommendations

CLiP students' gains in reading met the Chapter 1 criterion for acceptable progress for compensatory education students, but mathematics gains did not. CLiP students made smaller NCE gains in reading and mathematics than District Chapter 1 students as well. At posttest, performance of CLiP students was well below grade level and was slightly higher than District Chapter 1 posttest means in reading and mathematics.

CLiP performance over the past four years shows a steady increase in reading gains and a steady decrease in mathematics gains. As a result, it was recommended that academic skills continue to be emphasized, with special attention to mathematics.

Evaluator: JoAnne E. Moore

PROGRAM FACTS

Name of Program : Eastside/Westside Development Center

Funding Year : 1990-91

Purpose of Program : The purpose of the Development Centers is to provide students having low achievement, poor attendance, and behavioral problems with social, academic, and coping skills needed to return to and function in a regular school setting.

Features of Program : The Eastside and Westside Development Centers offer: individualized instruction, social worker, psychologist, and counselor support services, and small class sizes (10-15 students).

Funding Source : Chapter 1, Elementary and Secondary School Improvement Amendments and The Detroit Board of Education

Funding Level : $1,312,957

Number and Level of Participants : Approximately 225 students, grades 6, 7, and 8

Number and Level of Schools in Program : Two middle schools

Staffing Pattern : Each school has two administrators, two secretaries, one counselor, one social worker, one security officer, one custodian, one engineer, and cadre of teachers and school service assistants. The two centers share one psychologist and one program coordinator.

Instructional Time : Due to the unique characteristics of the student body, flexible scheduling is necessary. The basic academic classes are combined with a variety of electives. Students attend six classes each day and spend their entire school day at the centers.

Equipment and Materials : Typical classroom supplies, equipment, and instructional materials.

First Year Funded : 1984-85

Names of Schools : Eastside Development Center
Westside Development Center

EASTSIDE/WESTSIDE DEVELOPMENT CENTERS
1990-91

Executive Summary

Purpose and Features of the Program

The Eastside and Westside Development Centers are two alternative middle school programs funded by the Detroit Public Schools and Chapter 1, Elementary and Secondary School Improvement Amendments (ESSIA). The purpose of the Middle School Development Centers is to address the urban school dropout problem by providing unsuccessful students with the social, academic, and coping skills that will enable them to conform and readjust to the traditional school setting. Participants in the centers are expected to strive for self-respect, self control, high achievement, positive self-esteem, goal setting, punctuality and dependability.

The staffing of the schools usually include two administrators, one counselor, one custodian, one engineer at each center, a cadre of teachers, and school service assistants. There is also a shared school psychologist.

The curriculum at the centers include communication skills, health and physical education, language arts, fine arts, mathematics, science, social studies, vocational and computer literacy.

Methodology

In order to determine if students in the center are making normal progress in reading and mathematics, California Achievement Tests, Form E, pre and posttest scores were analyzed. Means of scale scores were calculated and then converted to percentile ranks. It is expected that the posttest percentile rank reading and mathematics scores will be greater than the pretest scores. Test results were also compared to district-wide Chapter 1 test results. Mark point averages and attendance data were also analyzed.

Finding and Recommendations

Analysis of the data at the Westside Center indicate that each grade, Grades 6, 7, and 8 achieved a mark point average within the "D" range. Also, the average absence was within the moderately high range (19-23 days).

Westside California Achievement Tests pre- post reading results showed that grade 6 had a three percentile point loss in reading achievement. The Grade 7 pre- posttest reading percentile score remained stable, no gain or loss. Grade 8 students showed a six percentile point loss.

In comparing Westside Center participants reading results to district-wide reading results for Chapter 1 students, the data revealed minimal to moderate negative differences for center students.

Westside Center participants' pre and posttest mathematics results showed negative differences for Grades 6 and 8. However, Grade 7 accomplished large positive differences.

When the Westside students were compared to district-wide Chapter 1 students in the mathematics area, there was a high negative difference for Grade 6 students. Grade 7 had a positive difference. Grade 8 project students attained the same percentile rank as did Chapter 1 students city-wide.

Eastside Grades 6, 7, 8 achieved a mark point average within the "D" range. The grades also had moderately high average absences.

Eastside pre and post California Achievement Tests results showed that Grades 6 and 8 made moderate gains in reading achievement. However, grade 7 sustained a four percentile point loss.

A comparison of Eastside participants and Chapter 1 district-wide students in the reading area showed moderate negative differences for Grades 6 and 7. Grade 8 participants showed a slight positive differences.

Eastside Grade 6 and 8 had a positive difference in the mathematics area. However, Grade 6 had a moderate negative difference.

A comparison of posttest mathematics result of Eastside participants and district-wide Chapter 1 students showed that the center's Grades 6 and 8 had moderate negative differences. Grade 7 project students attained the same percentile rank as did Chapter 1 students citywide.

Due to the moderately high average absences among the Eastside/Westside Centers' participants, it is suggested that new procedures be developed that will encourage participants to attend school. Parental involvement may be an important factor in fostering school attendance.

A separate facility for the Westside Center may be conducive to an improved educational atmosphere.

Students who return to regular high school should continue to receive additional support services including social, psychological, and counseling.

Parental training in behavior modification, goal and objectives of the program, and other skills may be helpful in fostering the student's adjustment to school.

There was a high percentage of students who did not have a pretest/posttest match. Those students could not be involved in the evaluation study. It is recommended that all schools make a concerted effort to involve all students in taking the pretests and the posttests.

Evaluator: Charles Green

PROGRAM FACTS

Name of Program : Efficacy Detroit

Funding Year : 1990-91

Purpose of Program : To foster the growth and development of minority students to achieve scholastic and economic success.

Features of Program : The program consists of Efficacy instructional modules presented by volunteer instructors to selected 9th grade English or mathematics classes.

Funding Source : Chapter 1, Elementary and Secondary School Improvement Amendments

Funding Level : $170,600

Number and Level of Participants : In 1990-91, the target population included 9th grade students in selected intact English or mathematics classes in Northern and Southeastern high schools during the first semester and Central, Osborn, and Northwestern high schools during the second semester. Approximately 1,200 students participated in the program.

Number and Level of Schools in Program : Five high schools

Staffing Pattern : Volunteer instructors from the Detroit community teach Efficacy modules. One to three speakers to a class.

Instructional Time : One English or mathematics class period per week for nine consecutive weeks.

Equipment and Materials : Usual classroom equipment and materials

First Year Funded : The 1985-1986 school year.

Names of Schools : Central, Osborn, Northern, Northwestern and Southeastern

Project Director : Mia Roberts, Efficacy Detroit Office

EFFICACY DETROIT
1990-91

Executive Summary

Purpose and Features of the Program

The purpose of Efficacy Detroit was to foster the growth and development of minority students to achieve scholastic and economic success. The program relied on the voluntary participation of black executives and professionals from the Detroit area. These successful black role models donated their time preparing and presenting a sequence of seminars that stressed personal responsibility and self-discipline. Each semester at the participating schools eight instructional modules were presented to designated classes once a week during regular class time over nine consecutive weeks.

Methodology

This report presents findings of a three-part evaluation of the 1990-91 Efficacy Detroit Program. The first part was a study of the program's impact on Chapter 1 Efficacy students' scholarship and attendance at the Northern and Southeastern High Schools (first semester) and Central, Northwestern, Osborn High Schools (second semester). In an effort to determine the impact of the Efficacy Program, the scholarship and attendance findings of the Chapter 1 Efficacy participants were compared to scholarship and attendance findings of the Chapter 1 students in a comparison school who did not participate in the Efficacy Program. The second part presents the California Achievement Test Results of the experimental and control groups. The third part presents a follow-up study of 1986-87 Efficacy participants of Northern, Northwestern, and Southeastern High Schools. Pre-test California Achievement Test statistics are found in the Appendixes. No tests of significance were done on the mark point average or average absences of students prior to their admittance to the Efficacy Program.

Findings and Recommendations

Central High School's Efficacy participants achieved a significant higher mark point average (1.51 MA) than did the control students' (1.16 MA). The other four Efficacy high school participants' mark point averages were not significantly different from the control groups' mark point averages.

There was a pattern of lower average absences in the majority of Efficacy schools when compared to the comparison schools, however, only the Northern High School's experimental group (18.15 average absence) had a significantly lower average absence than the comparison school (23.58 average absence).

California Achievement Tests, Form E, reading results showed Northern and Northwestern high schools' experimental groups had statistically significant reading scores when compared to the control groups' scores.

California Achievement Test mathematics results showed that Northwestern High School's experimental group had a statistically significant mathematics score when compared to the control group's scores. The control group in a Northern High School had a statistically significant mathematics score when compared to the Efficacy participants.

A four-year follow-up study for Northern, Northwestern, and Southeastern high schools showed that of the 134 Northern High School Efficacy students who participated in the program in 1986-87 school year, 37 (28 percent) graduated from high school. Twenty students (15 percent) left because of "overage." (See Table 22 for additional categories of students leaving the Detroit Public School system.)

Of the 124 Northwestern Efficacy students who participated in the study, 45 (36 percent) graduated from high school, and 35 students (38 percent) were non-returns. Six students (5 percent) left school because of "overage." (See Table 22)

Of the 99 Efficacy students who participated in the study at Southeastern High School, 31 (31 percent) graduated from high school. Twenty-nine (29 percent) left school because of "overage"; and 8 (8 percent) was attending night school. (See Table 22)

Inservice training for school administrators, staff, and parents is recommended. This training should involve Efficacy's philosophy, principles, goals and objectives. The purpose of inservice training is to help the school's staff foster self-esteem and encouragement to compete academically among all students.

Students who have completed the Efficacy Program should be given a certificate of merit. The purpose of the certificate would be to reinforce the student's belief that he/she is a special person and to motivate him/her to continue to practice the principles of Efficacy.

Reinforcing activities that promote the goals and objectives of Efficacy should be continued for students in the 10th and 11th grades.

Evaluator: Charles Green

PROGRAM FACTS

Name of Program : Elementary School Curriculum Efficacy

Funding Year : 1990-1991

Purpose of Program : The program is intended to improve the academic performances of Students through the development of positive attitudes toward learning. Efficacy is to introduce students to a process of self-exploration which enables them to better understand their personal motivations; learn how to take moderate risks; set realistic goals; effectively handle conflict situations; and work cooperatively with others.

Features of Program : Current evens and the student's own life are to be used to anchor Efficacy concepts. The curriculum is divided into twelve (12) modules of instruction. The teacher's workbook is designed to provide daily and sequential instruction throughout the module. The student's workbook is designed to provide daily interactive support.

Funding Source : Chapter 1, Detroit Public Schools

Funding Level : $94,164.00

Number and Level of Participants : 900 3rd grade students

Number and Level of Schools in Program : Nineteen (19) elementary schools

Staffing Pattern : Each school has one to six teachers trained as Efficacy teachers.

Instructional Time : One hour per day, five days per week for one year.

Equipment and Materials : The program offers a Teacher's Curriculum Manual and a Student Workbook.

First Year Funded : 1989-90

Names of Schools : Bennett, Edmonson, Neinas, Owen (Area A); Gompers, Harding (Area C); Clinton, Custer, Fitzgerald (Area D); Grayling, Greenfield Union, Lynch Annex, Mason, Richard, Stephens (Area E); Clark, Goodale, Scripps, Stark (Area F)

Coordinator : Diane Jackson, Language Arts Department

THE ELEMENTARY SCHOOL CURRICULUM EFFICACY
1990-91

Executive Summary

Purpose and Features of the Program

The program is intended to improve the academic performances of students through the development of positive attitudes toward learning. Efficacy is to introduce students to a process of self-exploration which enables them to better understand their personal motivations; learn how to take moderate risks; envision an ideal future for themselves; avoid negative influences and obstacles; set realistic goals; effectively handle conflict situations; and work cooperatively with others to promote mutual support networks. The curriculum is divided into twelve (12) modules of instruction. The teacher's workbook is designed to provide daily and sequential instruction throughout the module. The student's workbook is designed to support daily interactive support.

Methodology

A control group of 103 third grade students was selected from five elementary schools, each located in a different area. These students' pre and post grade point averages, attendance, and citizenship were compared with corresponding data for 134 third grade students from five elementary schools in the Elementary School Curriculum Efficacy Program. Also, data from the California Achievement Tests (CAT) (Form E, Level 13, CTB/McGraw-Hill, 1986) and School Attitude Measure (SAM) (Form 3, Level E/F American Testronics, 1989) were examined. The Office of Research, Evaluation, and Testing staff and the staff of the participating schools were responsible for collecting all required evaluation data.

Process evaluation questions were answered through the use of instruments containing items related to the perceptions held by the staff involved in the Elementary School curriculum Efficacy.

Findings and Recommendations

Pre-data for the control and experimental groups were analyzed using a t-test to ascertain statistically significant differences between the two groups. No significant differences were found to exist for the variables of grade point avers, attendance, citizenship, and reading and mathematics of the California Achievement Tests. However, four out of five scales of the School Attitude Measure were found to be statistically significant at the .05 level.

Product objectives for grade point average and citizenship were not met.

Product objectives for attendance and CAT (Reading and Mathematics) were met.

Product objective for SAM was met.

Ninety-six percent (96%) of the staff members responded positively to ninety-nine percent (99%) of the statements regarding the various aspects of the program for which their opinions were solicited. One hundred percent (100%) of the respondents responded positively to ninety-eight percent (98%) of the statements regarding the in-service training program. All phases of the in-service training were rated very highly.

Process objectives of the program were met.

A review of last year's (1989-90) Evaluation Report data indicates that California Achievement Tests (Reading and Mathematics) and attendance objectives were met.

Recommendations are based on the findings of this study and on the evaluator's observations and communication with the staff.

1. Efforts should be made to heighten the awareness of total staff of the schools, especially as it relates to the importance of high expectations for student performance, better communication, better relations with peers and adults, and improvement of student self-concept.

2. Efforts should be made to continue to offer advanced in-service training for all staff members and, at minimum, a sharing seminar each semester.

3. Efforts should be made to train more teachers per school in order to have a continuation of the program in the 4th and 5th grades.

4. Efforts should be made to develop curriculum for grades 1, 2, 4 and 5.

5. Efforts should be made to have a one day workshop to in-service school administrators in the principles of Efficacy.

6. Efforts should be made to continue in-service training for the Elementary Efficacy teachers on how to infuse Efficacy effectively.

Evaluator: Mike Syropoulos

PROGRAM FACTS

Name of Program : Efficacy Middle School Program

Funding Year : 1990-91

Purpose of Program : The program is intended to improve the academic performances of students through the development of positive attitudes toward learning. Efficacy introduces students to a process of self-exploration which enables them to better understand their personal motivations.

Features of Program : The Efficacy curriculum is designed to be a unique learning experience. As students are learning the Efficacy ideas, current events and the student's own life are to be used to anchor these ideas in concrete experiences. The curriculum is divided into six (6) modules of instruction. The program is incorporated into the sixth grade language arts curriculum.

Funding Source : Chapter 1 and Detroit Public Schools

Funding Level : $63,693.00

Number and Level of Participants : 1400 6th grade students

Number and Level of Schools in Program : Twenty-four (24) middle schools

Staffing Pattern : One to three teachers per school, a total of thirty-five (35) teachers.

Instructional Time : One hour per day, five hours per week for one year.

Equipment and Materials : Teacher's Curriculum Manual and Student's Workbook

First Year Funded : 1986-87

Names of Schools : Earhart, Munger, Pelham, Boynton, Brooks, McMichael, Ruddiman, Noble; Cadillac, Gompers, Guest, Emerson, Hally Open; Durfee, Fitzgerald, Winterhalter; Burroughs, Cleveland, Nolan, Von Steuben, Farwell, Richard, Jackson, Burbank

Coordinator : Diane Jackson, Language Arts Department

EFFICACY MIDDLE SCHOOL PROGRAM
1990-91

Executive Summary

Purpose and Features of the Program

The program is intended to improve the academic performances of students through the development of positive attitudes toward learning. Efficacy introduces students to be process of self-exploration which enables them to better understand their personal motivations, learn how to take moderate risks, envision an ideal future for themselves, avoid negative influences and obstacles, set realistic goals, effectively handle conflict situations, and work cooperatively with others to promote mutual support networks.

Methodology

A control group of 129 sixth graders deemed comparable to participating students was selected from three non-participating and three participating and three participating middle schools. These students' pre and post grade point averages, attendance and citizenship were compared with corresponding data for 140 sixth grade students from six middle schools in the Efficacy program. Also, data from the 1990-91 administration of the School Attitude Measure (Form 3, Level G/H, American Testronics, 1989) and California Achievement Test (Form E, Level 16, CTB/McGraw-Hill, 1986) were examined.

Process evaluation questions were answered through the use of instruments containing items related to the perceptions held by the staff and students involved in the Efficacy Program.

Findings and Recommendations

A summary of findings is presented below.

Pre and post data for the control and experimental groups were analyzed using a t-test to ascertain statistically significant differences between the two groups. Significant differences were found to exist for the variable of grade point averages, citizenship, reading and mathematics of the California Achievement Tests (CAT) and School Attitude Measure (SAM) were found statistically significant at the .05 level in favor of the experimental groups.

The product objective for grade point average, was met.

The product objectives for citizenship and attendance were met.

The product objective for attendance was not met,

The product objective for School Attitude Measure was met.
The product objective for CAT reading and mathematics achievement was met.

The process objective regarding the program content was met.

A review of the 1989-90 Evaluation Report data indicates that grade point average, days absent and citizenship were met. Also, the School Attitude Measure (SAM) and the California Achievement Tests (Reading and Mathematics) were met.

The staff perceptions objectives regarding the program were also met.

Recommendations based on the data of this study include:

1. Efforts should be made to continue to offer advance in-service training for all staff members, and at minimum, sharing seminar each semester.
2. Efforts should be made to train more teachers per school in order to have a continuation of the program in the 7th and 8th grades.
3. Efforts should be made to offer more workshops for parents.
4. Efforts should be made to have one day workshop to in-service school administrators with the principles of Efficacy.
5. Efforts should be made to insure the target staff (teachers and administrators) are completely aware of the objectives of the program for the school year.
6. Efforts should be made to continue in-service training for the Efficacy teachers on how to infuse Efficacy effectively.

Evaluator: Mike Syropoulos

PROGRAM FACTS

Name or Program	:	Extended Day Kindergarten (EDK)
Funding Year	:	1990-91
Purpose of Program	:	To improve the cognitive, psychomotor, affective, and linguistic skills of program participants.
Features of Program	:	The Extended Day Kindergarten Program provides additional opportunities to assist pupils attain essential skills. Program participants are those students determined to be least ready for kindergarten. The EDK schedule increases the number of instructional days per week from five one-half days to four full days. The fifth day in the week is utilized for parent meetings, teacher and school service assistant training, instructional planning, and preparation of instructional materials.
Funding Source	:	Chapter 1, Elementary and Secondary School Improvement Amendments (ESSIA)
Funding Level	:	$4,412,836
Number and Level of Participants	:	Approximately 2,400 kindergarten students
Number and Level of Schools in Program	:	95 Chapter 1 schools
Staffing Pattern	:	1 Supervisor 3 Early Childhood Coordinators 95 Kindergarten Teachers 95 School Service Assistants
Instructional Time	:	EDK provides four full days of instruction increasing instructional time by sixty percent over the traditional one-half day kindergarten program.
Equipment and Materials	:	Houghton Mifflin reading materials are being used by all kindergarten teachers. Mathematics materials are selected by individual teachers.
First Year Funded	:	1979-80

1990-91 ANNUAL EVALUATION OF DETROIT'S EXTENDED DAY KINDERGARTEN PROGRAM

Executive Summary

Purpose and Features of the Program

The Extended Day Kindergarten (EDK) Program was operative in ninety-five Chapter 1 schools in 1990-91 and was designed to serve those children least ready for kindergarten. The Brigance Kindergarten Screen was administered to selected entering kindergarten students. Children determined to be in need of additional readiness skills, as indicated by the Brigance results, were selected for participation in the program. EDK students attended kindergarten for a full day, four days a week. The fifth day was used for teacher and school service assistant inservice training, preparation of materials, instructional planning, and monthly parent meetings.

Methodology

A sample group of EDK pupils (seventy-six students) was randomly selected from the total population of participants. A control group of Chapter 1 traditional kindergarten program pupils (one hundred eleven students) was randomly selected for comparison purposes. The two groups were then examined for differences in reading and mathematics achievement as measured by the California Achievement Tests, Level 10, Form E, administered in April, 1991.

Findings and Recommendations

Results of a t-test applied to the means of the experimental group and control group scale scores in Total Reading and Mathematics Concepts and Applications indicated that there were no differences in either set of scores for the groups. Comparisons of reading and mathematics test scores have not been consistent indicating any trend for the last eight years. In 1983-84 and 1986-87 the EDK students scored significantly higher than the controls in both reading and mathematics. In 1984-85 and 1987-88 the EDK participants scored significantly higher than the controls in reading. In 1985-86 results were in favor of the EDK students in mathematics. In 1988-89, 1989-90, and 1990-91 there were no differences. These results indicate that any differences in the scores of the groups may be a result of the sampling and not the impact of the program. While the differences are not consistent any differences which have existed have always been in favor of the EDK students.

Comparisons of the means of the reading and mathematics scale scores of the EDK students in large classes (more than thirty students) and the small classes (less than nineteen students) indicated that for the first time there were no differences in the achievement of the students. Results also indicated that there was no difference in the attendance of the students from the small classes when compared to the large classes. There have been differences, in prior years, in favor of the smaller classes in reading scores, mathematics scores, and attendance.

Program data indicated that in 1990-91 twenty-nine percent of the students selected for EDK participation had been provided with a prekindergarten experience, a lower percentage than in any of the years previously evaluated. The average class size was twenty-four students, this number has stayed consistent for the past five-years. The average number of parents attending the monthly meetings was fourteen, indicating that at each monthly meeting fifty-eight percent of the parents were represented. The average number of days absent for the EDK participants was eighteen. This was an improvement over the 1989-90 school year when the average number of days absent was nineteen and one-half.

Based upon the data analyzed for this report, and data from previous EDK evaluations included in Appendix A, the following recommendations are presented for consideration.

1. The program should be continued. The EDK students did not achieve at a higher level than the controls, however, they did achieve at the same level indicating that the difference between these "least ready" youngsters and the other Chapter 1 kindergarten students may have been reduced during the kindergarten year. While the EDK participants have not consistently achieved at a higher level than the controls, in either the annual or longitudinal evaluations, staff and parents have always perceived the program as effective. Additionally, the selection process for EDK has improved. Fewer students with preschool experience are now selected for EDK and the "least ready" kindergarten students are being selected and served.

2. Efforts must be continued to improve the attendance of the program participants. The average number of days absent for the EDK students was eighteen, four and one-half weeks of school. If the students attendance is poor the purpose of the program, which is to provide more time in school, is not achieved.

Evaluator: Karen E. Sevigny

PROGRAM FACTS

Name of Program :	Extended Day Kindergarten (EDK) Longitudinal Effects Study
Purpose of Program :	EDK is intended to improve the cognitive, psychomotor, affective, and linguistic skills of students who are least ready for kindergarten. The EDK schedule increases the number of instructional days per week from five one-half days to four full days. The fifth day of the week is utilized for parent meetings, teacher and school service assistant training, instructional planning, and preparation of instructional materials.
Funding Source :	Chapter 1, Elementary and Secondary School Improvement Amendments
First Year Funded :	1979

Number of Schools, Number of Participants,
Funding Level by Year

Year	Number of Schools	Number of Participants	Funding Level	Cost Per Participant
1983-84	25	675	$ 548,438	$ 813
1984-85	87	2,378	3,311,289	1,392
1985-86	90	2,446	3,444,198	1,408
1986-87	87	2,169	3,579,080	1,650
1987-88	90	2,194	3,638,646	1,658
1988-89	95	2,381	4,215,815	1,771
1989-90	100	2,376	4,412,836	1,857
1990-91	95	2,308	4,412,836	1,912
8 Year Total		16,927	$27,563,138	$1,628

EXTENDED DAY KINDERGARTEN PROGRAM
LONGITUDINAL EFFECTS STUDY
1983-84 THROUGH 1990-91

Executive Summary

Purpose and Features of the Program

The Detroit Public Schools instituted its first Extended Day Kindergarten (EDK) program during the 1979-80 school year in four Title I (Chapter 1 as of July 1, 1982), Region 5 schools. In 1983-84, the EDK program had been expanded to twenty-five Chapter 1 schools. The program continued to expand and in 1989-90 one hundred schools provided EDK services to approximately 2,400 students. In 1990-91, this number was reduced to 95 schools with approximately 2,300 students.

The purpose of EDK is to serve those children "least ready" for kindergarten as indicated by the results of the Brigance Kindergarten Screen. EDK participants are provided additional opportunities to attain readiness by attending kindergarten for a full school day, four days a week. The fifth day is reserved for planning and inservice of teachers, school service assistants, and parents.

Methodology

The main purpose of the EDK longitudinal study is to follow random sample groups of students through elementary school to investigate any long-term effects of the program. Groups of EDK participants are compared to groups of Chapter 1 traditional kindergarten students. Students who were served in the traditional Chapter 1 kindergarten program attended school five half days per week, but were given additional services from a school service assistant and/or a Chapter 1 teacher. The traditional Chapter 1 students were also selected for services on the basis of the screening instrument and teacher observation.

The study includes comparisons of EDK (experimental) and traditional Chapter 1 kindergarten (control) sample groups' reading and mathematics test results, final report card marks in reading, mathematics and citizenship, attendance, compensatory education service, and retention. The sample groups will continue to be compared through grade five.

The longitudinal study includes five phases, Phases A-E. Each phase consists of an experimental and control group randomly selected in kindergarten. Presented below is a chart illustrating the five phases of the longitudinal study.

Five Phases of the Extended Day Kindergarten
Longitudinal Effects Study

Phase	School Year and Grade							
	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91
A	K	1	2	3	4	5		
B		K	1	2	3	4	5	
C			K	1	2	3	4	5
D				K	1	2	3	4
E					K	1	2	3

Included in this report are the findings for students selected in kindergarten for Phases C, D, and E. These students were in Grade 5, 4, and 3 respectively during the 1990-91 school year.

Findings, Phase C Groups, Grade 5

Analyses of 1990-91 data for the Phase C groups indicated that there were no significant differences between the experimental and control groups related to test scores, report card marks, or attendance. The same number of students from each group were retained in grade four. Fewer EDK students were selected to receive compensatory education service. Since kindergarten, more EDK students have been retained, however, more controls from Phase C have left the school district.

Findings, Phase D Groups, Grade 4

Analyses of 1990-91 data for the Phase D groups resulted in a finding of no significant difference between the groups as measured by test scores, report card marks, or attendance. No students from the EDK group were retained in grade three while two students from the control group were retained. More students from the experimental group were selected to receive compensatory education service in the fourth grade. Since kindergarten more of the control group from Phase D have been retained and have left the school system.

Findings, Phase E Groups, Grade 3

Analyses of 1990-91 data for the Phase E groups indicated that no differences existed between the groups test scores, report card marks, or attendance. More students from the EDK groups than from the control group were retained in grade 2. A larger percent of the control group was selected for compensatory education service. Since kindergarten more experimental students have been retained and have left the district.

Conclusions Based on Longitudinal Data on Five EDK Groups

Based upon the data which are available at this time it can be concluded that children in Phase A who participated in EDK were less likely to be selected for compensatory education service. In Phases B, C, D, and E there appears to be no trend in favor of the EDK participants for a reduced need for compensatory education service after leaving kindergarten.

Analyses of test scores indicate at this time that only in Phase A and D have EDK participants achieved higher test scores than the non-EDK students. In Phases B, C, and E there have been no significant differences in the test scores of the groups.

Report card mark comparisons resulted in significant differences in favor of the Phase A EDK group in Primary 2, Grades 3, 4, and 5. The differences, however, were not consistent. In Primary 2 and Grade 5 both language arts and mathematics marks were significantly higher for the EDK group. In Grade 3 the EDK mathematics marks were significantly higher, whereas in Grade 4 the language arts report card marks were higher. The Phase D EDK group attained higher language arts report card marks in Primary 1. The Phase C EDK group attained higher mathematics report card marks in Primary 2.

Retention data indicated, at this point in the longitudinal study, that EDK participants are retained at approximately the same rate as non-participants after kindergarten. A larger percent of the control groups have left the school district at this time in the study.

Attendance patterns of EDK participants are not significantly better than those of non-participants. In two of the five years, the EDK group of Phase A had significantly better attendance. The attendance data for all other Phases indicated there were no differences between the groups.

Phase A, B, C, and D groups have completed the fourth grade. MEAP results in both reading and mathematics for these groups indicate that EDK participants are not different than non-participants.

It appears, at this point, that any differences in favor of the EDK students over the comparison group are random. There is no evidence which would support any findings of consistent significant differences. Hence, the conclusion that the random differences are a function of the sampling and are not a result of the impact of the EDK program.

Five years of data on five different groups indicate that Detroit's Extended Day Kindergarten Program does not provide any lasting achievement benefits. It should be pointed out that in four of the five years of the study the EDK students scored significantly higher than the controls on the kindergarten California Achievement Tests, but these gains have disappeared after kindergarten.

Research from other areas of the country supports the findings of the Detroit EDK longitudinal study. An April, 1987 report from the Center for Research On Elementary and Middle Schools at Johns Hopkins University indicated the same results. Included in the Johns Hopkins Report entitled "Full or Half-Day Kindergarten - Does It Matter?" were the results of research on full-day kindergarten programs which had been conducted since 1970. The report synthesized the best of the studies. Areas of the country covered by the research included New York, Chicago, Maryland, Massachusetts, and Washington among others. Eighteen studies in all were included in the synthesis. The major conclusion from the Johns Hopkins examination of full-day kindergarten programs is that attendance in full-day programs appears to be beneficial for disadvantaged students and the benefits are short-term rather than long-term - the same findings as Detroit. The EDK students score at a higher level on the California Achievement Tests administered in kindergarten, but the difference disappears as the children proceed to grade 1.

Results of a three-year study, conducted by Annabelle Mouw (1976) and published in the 1984 Phi Delta Kappa Fastback 205, indicated that there were no academic differences in the groups that attended full-day kindergarten when compared to students who attended kindergarten for a half-day. Mouw concluded that all-day kindergarten could not be recommended solely on the basis of academic consideration.

It is recommended that the students in Phases D, and E continue to be followed through grade five. It is further recommended that consideration be given to using the funds designated for this program for a project of proven effectiveness. Per pupil cost, for the additional half-day of kindergarten provided by EDK, has risen from $813 in 1983-84 to $1,912 in 1990-91. These funds might provide more long-term benefits, which would be reflected in improved student achievement, if they were used to expand the Chapter 1 Preschool Program. Research from Ypsilanti and other areas of the country indicates that preschool education has lasting effects. The district also has evidence that the Detroit Public Schools' Chapter 1 Preschool Program has lasting impact on the participants.

Evaluator: Karen E. Sevigny

PROGRAM FACTS

Name of Program : Head Start

Funding Year : 1990-91

Purpose of Program : The Detroit Public Schools Head Start Program is designed to provide comprehensive developmental services to low income preschool children and their families. Each child is considered a part of a larger unit, the home and family. The program seeks to strengthen this entire unit in a positive and growth producing manner.

Features of Program : Students attend school four half-days per week. Each classroom is staffed by a certified teacher and a full time school service assistant who provide a morning and an afternoon session for twenty students. The program includes eight components: Education, Administration, Health, Mental Health, Nutrition, Social Services, Parent Involvement, and Handicap.

Funding Source : United States Department of Health and Human Services, Chapter 1 of the Elementary and Secondary School Improvement Amendments (ESSIA)

Funding Level : $5,018,528

Number and Level of Participants : Children who are three or four years of age from families that meet the income guidelines and live within the local school boundaries are eligible to participate in the program. The number of children who received service in 1990-91 was 1,880.

Number and Level of Schools in Program : 40 schools provide 47 Head Start Centers, seven of the schools have two centers.

Staffing Pattern :
47 Teachers
47 School Service Assistants
47 Noon Hour Aides
20 Special Needs Aides
25 Central Staff Personnel Director
Component Coordinators
Accountant
Secretarial Staff
Family Service Workers

Instructional Time : Students attend school four half-days per week.

Equipment and Materials : The Brigance Preschool Screen and the Detroit Head Start Pupil Progress Assessment Report are utilized to develop individual learning plans. Each classroom is equipped with developmentally appropriate materials.

First Year Funded : 1966-67

Names of Schools :

Area A

- Bunche
- Campbell
- Duffield
- Edmonson(2)
- McMillan
- Owen
- Webster

Area B

- Biddle(2)
- Carver
- Jamieson(2)
- Oakman
- Sherrill
- Thirkell
- Woodward

Area C

- Burns

Area D

- Bagley
- Clinton
- Fitzgerald
- Glazer
- Keidan (2)
- Loving
- Sanders
- Sherrard
- Winterhalter

Area E

- Cooper
- Holmes, A.L.
- Jones
- Joyce
- Lynch
- Lynch Annex(2)
- Marshall(2)
- Stephens

Area F

- Bellevue
- Butzel
- Carstens
- Goodale
- Guyton
- Howe
- Joy(2)
- Nichols

HEAD START PROGRAM ANNUAL EVALUATION
1990-91

Executive Summary

Purpose and Features of the Program

During the summer of 1966 the Detroit Public Schools implemented its first Head Start Program. The program became a full year program the following school year. The purpose of the Head Start Program was to provide low-income preschool children with comprehensive developmental services. Services are provided to the children and their families by the following components:

1. administration,
2. education,
3. parent involvement,
4. social services,
5. health,
6. nutrition,
7. mental health, and
8. handicap.

These services include the entire family and through these means it is expected that low-income preschool students will be provided with the "head start" which will help insure success throughout their entire school careers.

Head Start Centers operated in forty schools during the 1990-91 school year. Seven of the schools operated two centers expanding the number of centers to forty-seven. Each center was staffed by a certified teacher and a full-time school service assistant. Students attended the centers four half-days per week. The fifth day was utilized for parent meetings, staff inservice, instructional planning, and home visits. Class size was limited to twenty participants to insure individualized instruction. Total capacity for the program was 1,880 students.

Methodology

The primary purpose of the Head Start evaluation was to assess the impact of the program on the kindergarten readiness level of the Head Start participants. A random sample of Head Start students was selected, this group consisted of one-hundred and five students. A random sample of students who did not participate in a preschool program, consisting of eighty-four students, was also selected from kindergarten lists submitted by the teachers for comparison purposes. A comparison of the frequency with which these two groups were selected for Extended Day Kindergarten services was conducted to determine if any difference existed between the groups related to their readiness for kindergarten

In addition the pre- and posttest Brigance Preschool Screen scores of the Head Start students were analyzed to determine the participants' growth while in the program.

Findings and Recommendations

Brigance Preschool Screen pre- and posttest results indicated that both three- and four-year-old participants in the project improved their skills while in the project.

Results of analysis of the frequency with which a randomly selected group of Head Start students and a group of non-preschool students were selected for Extended Day Kindergarten indicated that Head Start students were selected for special kindergarten services with less frequency than students who had not had a preschool experience. Brigance scores used to select students for EDK indicated that the Head Start students are more ready for kindergarten than non-preschool students.

Data available indicated that in the fall of 1991 twelve percent of the Head Start students, from the sample group selected, were not enrolled in the Detroit Public Schools for kindergarten. This is the same percent as in the fall of 1989 and a much smaller percent than in the fall of 1990 which was twenty-four percent.

Head Start students were absent an average of 14.2 days from September through the end of May. This was an improvement over the previous year when the students were absent an average of 16.4 days.

Head Start monthly component reports indicated that each component provided significant services to the Head Start students and their families.

The following recommendations are made as a result of the data analyzed for the 1990-91 school year.

1. The Head Start Program should be continued.
2. Efforts should be continued in 1991-92 to improve the Head Start participants attendance.
3. The students selected for this evaluation, both the experimental (Head Start) group and the control (non-preschoolers) group, should be added to the district's longitudinal study for Head Start. These children should be followed through elementary school to determine any long-range effects of the Head Start Program.

Evaluator: Karen E. Sevigny

PROGRAM FACTS

Name of Program :	Head Start - Longitudinal Effects
Purpose of Program :	The Head Start Program is designed to provide comprehensive developmental services to low-income preschool children and their families. The program seeks to strengthen the entire family unit in a positive and growth producing manner.
Features of Program :	Students attend school four half-days per week. Each classroom is staffed by a certified teacher and a full-time school service assistant who provide a morning and an afternoon session for twenty students. The program includes eight components: Education, Health, Mental Health, Nutrition, Social Services, Parent Involvement, Volunteer Services, and Career Development.
Funding Sources :	United States Department of Health and Human Services and Chapter 1 of the Elementary and Secondary School Improvement Amendments
First Year Funded :	1966

Number of Centers, Number of Participants, and Level of Funding

Year	Number of Centers	Number of Participants	Funding Level	Budgeted Amount Per Participant
1986-87	47	1,880	$ 4,324,411	$2,300
1987-88	47	1,880	4,904,682	2,608
1988-89	47	1,880	4,555,875	2,423
1989-90	47	1,880	4,371,809	2,325
1990-91	47	1,880	5,018,528	2,669
5 Year Total		9,400	$23,175,305	$2,465

LONGITUDINAL EFFECTS OF THE HEAD START PROGRAM
1987-88 THROUGH 1990-91

Executive Summary

Purpose and Features of the Program

During the summer of 1966 the Detroit Public Schools implemented its first Head Start Program. The program became a full-year project the following year. The purpose of the Head Start Program is to provide low-income preschool age children with comprehensive developmental services. In addition to education, services are provided to the children and their families by the following components:

1. health,
2. social services,
3. mental health,
4. parent involvement,
5. nutrition,
6. volunteer services and
7. career development.

These services include the entire family and through these means low-income preschool age children are provided with the "head start" which is expected to help insure success throughout their entire school careers.

Each Head Start Center is staffed by a certified teacher and a full-time school service assistant. Students attend the centers four half-days per week. The fifth day is utilized for parent meetings, staff in-service, instructional planning, and home visits. Class size is limited to twenty participants to insure individualized instruction.

Methodology

The purpose of this evaluation is to determine if any long-range effects result from participation in a Head Start Program. Each year for four years, a sample group of students who attended a Head Start Program was selected randomly as an experimental group for this study. Also, each year a control group of students who were not participants in a preschool program was selected for comparison purposes. This evaluation report is the fourth in a series of longitudinal studies which will follow these children, and subsequent groups randomly selected this year, through their elementary school experiences. This report includes analyses of the first (Phase A), second (Phase B), third (Phase C), and fourth (Phase D) sets of experimental and control groups' test scores, progress report and report card marks, selection for compensatory education services, attendance, and retention. The Phase A groups were enrolled in grade 3 during the 1990-91 school year, the Phase B groups were enrolled in grade 2, the Phase C groups completed grade 1, and the Phase D groups were participants in kindergarten.

Findings and Recommendations

Summary of Findings, Phase A Groups, Grade 3

Analyses of grade 3 data for the Phase A groups in this study indicated that there were no significant differences in the achievement, as measured by test scores or report card marks, of the experimental and control groups. More students from the control group were retained in grade 2. Finally, more students from the control group were selected to receive compensatory education services.

Summary of Findings, Phase B Groups, Grade 2

Grade 2 data collected and analyzed for the Phase B groups in the study indicated that there were no significant differences in the California Achievement reading and mathematics test scores of the groups. The experimental groups had significantly higher mathematics report card marks. There was no difference in the groups reading report card marks. The Head Start group had significantly better attendance in the second grade. Additionally, a larger percent of the control group was selected for compensatory education.

Summary of Findings, Phase C Groups, Grade 1

Phase C experimental group students had significantly better attendance than the control group in the first grade . Analyses of test scores and report card marks for the Phase C groups indicated that no other significant differences existed between the groups. More students from the control group were selected for compensatory education, but the difference was not significant.

Summary of Findings, Phase D Groups, Kindergarten

Kindergarten test scores and progress report marks analyses, for the Phase D students in the study, indicated that no significant differences existed between the groups as measured by any of the variables included in the study. More students from the control group were selected for compensatory education service in kindergarten, however, the difference was not significant.

The following findings and recommendations are presented for consideration as a result of analyses of the four years of data collected for this study.

1. At this time, data indicates that no significant differences existed between the Head Start and the non-preschool groups as measured by achievement test scores.
2. The Head Start group, in Phase B, had significantly higher report card marks in mathematics in grade 2. No other report card mark or progress report mark differences existed between the groups in any of the phases.
3. The Head Start groups in Phase B and C had significantly better attendance than the controls.
4. More control students in Phase A, B, and C have been retained than Head Start students.
5. There have been no significant differences in the frequency with which the experimental and control groups have been selected for compensatory education service.
6. The study should be continued and one additional phase should be added. All phases should be followed through grade five.

Evaluator: **Karen E. Sevigny**

PROGRAM FACTS

Name of Program : High School Development Center

Funding Year : 1990-91

Purpose of Program : The purpose of the High School Development Center is to provide students having low achievement, poor attendance and behavioral problems with social, academic, and coping skills needed to return to, and function in, the regular school setting.

Features of Program : Program features include individualized instruction; workshops for staff and parents; social worker and counselor support services; and reduced class sizes. Students are sent from high schools and exhibit at least two of the following characteristics: very low achievement, poor attendance, and behavioral problems.

Funding Source : Detroit Board of Education, Skillman Foundation, and Chapter 1

Funding Level : $1,323,319

Number and Level of Participants : 301 students - Grade 9-10

Number and Level of Schools in Program : One

Staffing Pattern : One administrator in charge, unit head (3), full-time teachers (15), counselors (3), social worker (1), paraprofessionals (3), security guards (2), secretaries (2), job coordinator (1), liaison persons (2).

Instructional Time : Students attended five basic academic classes

Equipment and Materials : Typical classroom instructional materials, supplies and equipment

First Year Funded : 1986-87

Names of Schools : Participants from Cody, Cooley, Henry Ford, Redford and all Chapter 1 high schools

Project Director : Susan Dyer, Principal

HIGH SCHOOL DEVELOPMENT CENTER
1990-91

Executive Summary

Purpose and Features of the Program

The purpose of the High School Development Center is to provide alternative educational opportunities for students identified as unsuccessful by principals. The Development Center is to provide students with the social, academic, and coping skills necessary for success in the regular school programs to which they will be returned. Program features included reduced class size, individualized instruction, staff and parent workshops, a work component, a community service component and services from sit counselors and a social worker. Follow-up counseling services are provided to students upon their return to a regular high school program.

Methodology

A control group of 9th and 10th graders deemed comparable to participating students was selected from two non-participating high schools. These students' pre and post attendance, grade point average (GPA), Student Code of Conduct violations and credit hours earned were compared with corresponding data for students in the High School Development Center. Data from pre- post administrations of the School Attitude Measure (Scott, Foresman and Co. 1980) for the experimental group only were examined. Scores on the California Achievement Tests (CTB/McGraw Hill, 1986) were also examined.

Process evaluation questions were answered through the use of instruments containing items related to the perceptions held by the staff, students and parents of the High School Development Center.

Findings and Recommendations

A summary of findings for each research question is presented below.

Pre data for the control and experimental groups were analyzed using a t-test to ascertain statistically significant differences between the two groups if there were no differences, a t-test was also used for the post data. If there were statistically significant differences between pre data, an analysis of covariance was used to compare difference.

DATA OF NINTH GRADE STUDENTS IN THE HIGH SCHOOL DEVELOPMENT CENTER

The project objectives for CAT reading and mathematics and Student Code violations were not met.

The product objective for grade point averages, attendance, credit hours earned and SAM were met.

DATA OF TENTH GRADE STUDENTS IN THE HIGH SCHOOL DEVELOPMENT CENTER

Product objectives for grade point average, attendance, credit hours earned and SAM were met.

Product objectives for CAT reading and mathematics were not met.

The measurement of the product objective for Student Code of Conduct did not allow for assessment.

WORK STUDY AND VOLUNTEER SERVICE COMPONENTS

Product objectives for work study component and community volunteer service component were met.

STAFF, STUDENTS', AND PARENTS' PERCEPTIONS OF THE PROGRAM

One hundred percent (100%) of the staff members responded positively to an average of ninety percent (90%) of the statements regarding the program. The objective was met.

One hundred percent (100%) of the students responded positively to an average of eighty-four percent (84%) of the statements regarding the program. The objective was met.

One hundred percent (100%) of the parents responded positively to ninety percent (90%) of the statements regarding the HSDC program. The objective was met.

One hundred percent (100%) of the respondents responded positively to ninety-two percent (92%) of the in-service statements regarding staff in-service training.

Based upon the findings of this study, the following recommendations are made.

1. Place more emphasis on staff in-service training. Staff should continue to be trained in ways of effectively managing and teaching "high risk students."
2. Place more emphasis on parental training to maximize the many and important effects that parents have upon their children's learning.
3. Offer some kind of recreational activities for the students during the school day.

4. Clarify the attendance policy and its modifications to both staff and students. The policy should be clear concise and understand by both staff and students.

5. Heighten staff awareness of the research on alternative and effective schools especially as it relates to the importance of high expectations for student performance.

6. Students returned to regular high schools should continue to receive additional support services including social work services and special counseling.

7. Efforts should be made to add one grade into the program for the next two years until it becomes a four year program.

Evaluator: Mike Syropoulos

PROGRAM FACTS

Name of Program : High School Development Center (HSDC)-June, 1991 Follow-UP Study of Students Who Participated in HSDC During 1986-1990 School Years

Funding Year : 1990-91

Purpose of Program : The purpose of the follow-up study is to assess the degree of students success both in the Center and after enrollment in a regular high school program.

Features of Program : Two liaison counselors, each working with one hundred (100) follow-up students. Follow-up counseling services are provided to students upon their return to a regular high school program.

Funding Source : Detroit Board of Education, Skillman Foundation, and Chapter 1

Funding Level : $117,044

Number and Level of Participants : 194 students - Grades 10-12

Number and Level of Schools in Program : Nineteen (19) high schools

Staffing Pattern : Two (2) liaison counselors who are members of the HSDC staff

Instructional Time : Five basic academic classes taken in the regular high schools

Equipment and Materials : Typical classroom instructional materials, supplies and equipment

First Year Funding : 1986-87 (High School Development Center)

Names of Schools : Participants were placed in nineteen (19) different high schools

Project Director : Susan Dyer, Principal of HSDC

HIGH SCHOOL DEVELOPMENT CENTER (HSDC) FOLLOW-UP STUDENTS OF 1986-1990 PROGRAM PARTICIPANTS
1990-91

Executive Summary

Purpose and Features of the Program

The purpose of the follow-up study is to assess the degree of students success both in the Center and after enrollment in a regular high school.

Program features include two (2) liaison counselors each working with approximately one hundred (100) students. Follow-up counseling services are provided to students upon their return to a regular high school program.

Methodology

The 1990-91 follow-up study group was composed of students who had been enrolled at the HSDC from September, 1986 to June, 1990 and were enrolled in a regular Detroit high school as of September, 1990.

The follow-up students' grade point average, attendance, credit hours earned, and California Achievement Tests results were compared to the same variables "Before they came into the Center," "While they were in the Center," and "After they left the Center."

Process evaluation questions were answered through the use of a survey instrument containing items related to the perceptions held by follow-up students were used to collect additional process information.

Findings and Recommendations

A summary of findings for each research question is presented below.

The data for this group were analyzed using the t-test to ascertain statistically significant differences between the students' involvement "Before HSDC" and "In HSDC;" "Before HSDC" and "After HSDC;" "In HSDC" and "After HSDC."

1. Grade Point Averages

   a. The grade point average results between "Before HSDC: and "In HSDC" were statistically significant at the .05 level. The objective was met.

b. The grade point average results between "In HSDC" and "After HSDC" were not statistically significant. The objective was not met.

c. The grade point average results between "Before HSDC" and "After HSDC" were statistically significant at the .05 level. The objective was met.

2. Attendance

a. The attendance results between "Before HSDC" and "In HSDC" were statistically significant at the .05 level. The objective was met.

b. The attendance results between "In HSDC" and "After HSDC" were not statistically significant. The objective was not met.

c. The attendance results between "Before HSDC" and "After HSDC" were statistically significant at the .05 level. The objective was met.

3. Credit Hours Earned

a. The credit hours earned results between "Before HSDC" and "In HSDC" were statistically significant at the .05 level. The objective was met.

b. The credit hours earned results between "In HSDC" and "After HSDC" were not statistically significant. The objective was not met.

c. The credit hours earned results between "Before HSDC" and "After HSDC" were statistically significant at the .05 level. The objective was met.

4. California Achievement Tests (Reading)

a. The California Achievement Tests (Reading) results between "Before HSDC" and "In HSDC" were statistically significant at the .05 level. The objective was met.

b. The California Achievement Tests (Reading) results between "In HSDC" and "After HSDC" were not statistically significant. The objective was not met.

c. The California Achievement Tests (Reading) results between "Before HSDC" and "After HSDC" were statistically significant at the .05 level. The objective was met.

5. California Achievement Tests (Mathematics)

a. The California Achievement Tests (Mathematics) results between "Before HSDC" and "In HSDC" were not statistically significant. The objective was not met.

b. The California Achievement Tests (Mathematics) objective between "In HSDC" and "After HSDC" were not statistically significant. The objective was not met.

c. The California Achievement Tests (Mathematics) results between "Before HSDC" and "After HSDC" were not statistically significant. The objective was not met.

6. Follow-Up Students' Perceptions

Ninety-five percent (95%) of the follow-up students responded positively to an average of eighty-seven percent (87%) of the statements regarding the program.

Based upon the findings of this study, the following recommendations are made.

a. The students returning to regular high schools should be placed under one counselor who understands the students and should be able to place them in appropriate courses to be successful. This also will allow the liaison counselors to work with one counselor in each school instead of as many as three or four.

b. Place more emphasis on staff in-service training. Staff should continue to be trained in ways of effectively managing and teaching "high risk students."

c. Students returned to regular high schools should continue to receive additional support services including social work services and special counseling.

d. Many students should be retained longer in HSDC. Fifty-four percent (54%) of the students indicated that they should stay from one to three years longer in HSDC.

Evaluator: **Mike Syropoulos**

PROGRAM FACTS

Name of Program : High School Intervention Center Program

Funding Year : 1990-91

Purpose of Program : The goal of the program is to improve students' attendance and to decrease their potential for school failure and becoming dropouts.

Feature of Program : Students are referred to the program by their principal for one semester. They are enrolled in three classes: language arts, mathematics, and group guidance.

Funding Source : Chapter 1, Elementary and Secondary School Improvement Amendments

Funding Level : $998,630

Number and Level of Participants : Approximately 600 9th grade students

Number and Level of Schools in Program : Five high schools

Staffing Patterns : One counselor and two teachers per school

Instructional Time : Students are enrolled in three classes for one semester.

Equipment and Materials : Typical Instructional materials and equipment.

First Year of Funded: 1982-83 school year

Names of Schools : Finney, Mackenzie, Northern, Western, and Kettering

Program Coordinator : Anne Bolden

HIGH SCHOOL INTERVENTION CENTER PROGRAM
EVALUATION REPORT
1990-91

Executive Summary

Purpose and Features of the Program

The High School Intervention Centers were established to provide an alternative for high school students who are identified as performing below grade level in English and/or mathematics, and who exhibit the self-defeating behavior of truancy. The program provides an opportunity for ninth grade students to improve achievement in the basic skills, thereby increasing school attendance and decreasing the potential for school failure and dropping out. Students are referred to the program by their principal for one semester.

Methodology

Attendance and scholarship data were obtained from the final report card records of the first and second semester participating students; also similar data were obtained from a sample of first and second semester Chapter 1 non-participating students. Data from both groups were compared. A t-test was applied to post attendance and scholarship data to determine whether a significant difference existed.

California Achievement Test scores of the HSIC participants were compared to Chapter 1 non-participants. A t-test was applied to assess whether significant differences existed. A t-test was also applied to the predata and no significant difference were found. (See Appendix)

Findings and Recommendations

During the first semester, High School Intervention students, in three of the five centers, had statistically significant higher mark point averages than the control groups. In the second semester, Intervention students in three centers also had statistically significant mark point averages when compared to the control groups. However, mark point averages for the experimental and control groups were usually in the "D" range.

High school Intervention Center students displayed a pattern of lower average absences when compared to Chapter 1 non-HSIC students. In the first semester, students at two centers had statistically significant lower average absences. In the second semester, students in one Center school had statistically significant lower average absences.

First semester California Achievement Test (CAT) results showed that the experimental group's Normal Curve Equivalents (NCE) reading score was 31.05. The control group's mean NCE was 33.69. The difference was not statistically significant. A NCE score of 50 is considered grade level.

The experimental group had a NCE score of 28.27 on the CAT total mathematics test. The control group's Normal Curve Equivalents (NCE) mathematics score was 31.60. The difference was statistically significant at the .05 level in favor of the control group.

A staff interview brought out several perceived problems. Many students were placed in the program late in the semester. There was a rapid turnover of staff especially math teachers. Least experienced teachers were placed in the program. The administrator of the program had no voice in selecting teachers for the program. Workshops are needed to help school's staff understand the Intervention Program. There is a need for a social worker in the program. There should be closer cooperation among school center, school, and Intervention Program administrators.

The HSIC Program should be extended to two semesters for each students.

All students who complete the HSIC Program should be assigned to a follow-up and monitoring component in the school for subsequent years of high school.

Procedures should be developed to promote early placement of students in the HSIC Program.

Workshops should be held to foster the school's understanding of HSIC Program.

A social worker is needed in the Program to help HSIC students' adjustment to school and community.

A closer cooperation among central staff, school, and Intervention Program administrators is suggested.

Evaluator: Charles Green

PROGRAM FACTS

Name of Program : Higher Order Thinking Skills

Funding Year : 1990-91

Purpose of Program : To develop thinking skills in a way that also increases basic skills and social confidence.

Features of Program : Computers are used intensively and systematically to develop thinking skills in a way that increases basic skills, social confidence, and computer literacy. The HOTS program replaces all the extra compensatory drill and practice with computer based higher order thinking activities.

Funding Source : Chapter 1 ESSIA, Elementary and Secondary School Improvement Amendments and Article 3

Funding Level : A component of the Chapter 1 funded Computer Literacy Program

Number and Level of Participants : 50 at Grade 3, 250 at Grade 4, and 140 at Grade 5

Number and Level of Schools in Program : 12 schools; Grades 3, 4, and 5

Staffing Pattern : Reading or math laboratory teacher in each project school

Instructional Time : 40-50 minute period; 3 or 4 times a week

Equipment and Materials : 9 Apple IIe color systems per laboratory, 1 Epson printer in each laboratory, 1 Image Writer and software per laboratory

First Year Funded : 1985

Name of Schools : Burns, Campbell, Fairbanks, Hutchinson, Herman, A. L. Holmes, Keidan, Lodge, McMillan, Parker, Stark and Stephens

Project Coordinator : Yvette Stewart

HIGHER ORDER THINKING SKILLS
1990-91

Executive Summary

Purpose and Features of the Program

The Higher Order Thinking Skills Program uses computers intensively and systematically to develop thinking skills in a way that also increases basic skills and social confidence.

The philosophic basis of the curriculum is the belief that the best way to improve thinking skills is to enhance the ability of long term memory to form more sophisticated sets of associations among facts, concepts and symbol systems, and to train students to become comfortable using more sophisticated problem solving strategies. As such, the focus of the curriculum is on the general processes of learning and thinking. The curriculum guides students in the use, synthesis and integration of information for the purposes of solving problems and creating ideas.

Methodology

Students scores on the California Achievement Tests which was administered in the spring of 1990 and 1991 formed the pre and posttest measures. These measures were used to determine if project students performed significantly better in reading and mathematics than a randomly selected comparison group of same grade non-project Chapter 1 students. Only students with valid pre and posttest scores were included in the evaluation. Both the t-test and the analysis of covariance test were used to determine the statistical significance of the data.

An analysis of covariance statistical procedure was used to determine the significance of differential growth between the experimental and control groups in reading and mathematics skills. This procedure tests for the significance of posttest differences while controlling for the effects of unequal pretest results.

Teachers were surveyed to obtain their impressions of participants showing improvement in the development of their thinking skills based on a project developed teacher assessment.

Findings and Recommendations

Statistically significant differences between the achievement test normal curve equivalent scores of experimental and control group students were found for Grade 3 in reading (first year students) and Grade 5 in mathematics (first year students). In each case the significance favored the experimental group. No statistically significant value was found for the following grades and subtests: (first year in project) Grade 3, in mathematics, Grade 4 in reading and mathematics and Grade 5 in reading; (second year in project) Grades 4 and 5 in reading and mathematics. The pretest comparison of means of normal curve equivalents are displayed in the appendix.

Teachers rated the majority of project students as having improved in the development of thinking skills. Overall, the majority of experimental groups for both school years were assessed by their teachers as improved in the development of their thinking skills.

Research supports the concept of "time on task" as having a beneficial impact on student learning. Project teachers have reported instances of being given non-project duties thus reducing students' time in the program. It is recommended that project schools maintain their commitment to the program by ensuring project students have their full allocation of "time on task."

Evaluator: Doris J. Hodge

PROGRAM FACTS

Name of Program : Jostens Learning Corporation Integrated Learning System

Funding Year : 1990-91

Purpose of Program : The program is computer assisted and designed to give every student a chance to achieve full potential in reading, writing and mathematics.

Features of Program : Computer laboratories use an instructional program that is self-paced with individualized lessons designed to give a wide variety of students personalized success. A management system helps teachers adjust individual programs and coordinate lessons with regular classroom instruction. The system also generates reports that provide information for monitoring the progress of individual students, groups or the entire class.

Funding Source : Chapter 1

Funding Level : $54,000

Number and Level of Participants : 163 Elementary students
270 High school students

Number and Level of Schools in Program : One elementary/middle and one high school

Staffing pattern : 1 Lab teacher at Durfee School
3 Lab teachers and 1 school service assistant at Pershing High School

Instructional Time : Elementary students (3rd, 4th & 5th grades) attend the lab at least twice a week. High school students (9th, 10th, 11th and 12th grades) enroll in the lab as part of their class schedule.

Equipment and Materials : Three computer labs and related software

First Year Funded : 1989-90 school year

Names of School(s) : Durfee Elementary/Middle and Pershing High School

JOSTENS LEARNING CORPORATION
INTEGRATED LEARNING SYSTEM
1990-91

Executive Summary

Purpose and Features of the Program

The Jostens program is computer assisted and designed to give every student a chance to achieve full potential in reading and mathematics.

Computer laboratories use an instructional program that is self-paced with individualized lessons designed to give a wide variety of students personalized success. A management system helps teachers adjust individual programs and coordinate lessons with regular classroom instruction. The system also generates reports that provide information for monitoring the progress of individual students, groups or the entire class.

Methodology

This evaluation investigates the perceived effectiveness and impact the Jostens Integrated Learning System had on project students in relation to how they performed on the California Achievement Tests, Form E, (CAT). All students were administered the CAT test as a pretest in the spring of 1990 and as a posttest in the spring of 1991. The CAT test results of the project students were compared with Chapter 1 students citywide.

Process evaluation questions were answered through the use of an attitude survey administered to students in the labs. The four lab teachers submitted brief written responses to process evaluation questions.

Findings and Recommendations

Jostens Integrated Learning System provided services to the two project schools beginning as early as September, 1991, and as late as March 1991. Once started the Jostens labs were in operation until June, 1991.

Jostens Integrated Learning System provided materials and other products which were developed for use in both initial and ongoing programs. In addition, consultant services were available to assist and train teachers in understanding the scope and use of the program. These services were fully utilized by teachers using the Jostens Integrated Learning System. Also, all teachers attended training sessions and all schools received consultant services.

Students participating in the Jostens Learning Laboratories were not given the on-line system test to determine their placement levels in the program. Placement was based on CAT test scores and teacher recommendations.

Comparisons were made of California Achievement Test (CAT) scores (reported in Grade Mean Equivalent [GME] scores) of project and citywide Chapter 1 students. Jostens students showed a gain in reading from pre-test to posttest. The gain ranged from a low of (0.2) two months to a high of (0.8) eight months. Eleventh grade students at Pershing High were the exception, they had a loss of (-1.8) one year eight months. However, it must be noted that there were only (3) eleventh grade students with pre and posttest CAT scores.

The comparison of math CAT scores show that Jostens students were above citywide Chapter 1 students. Tenth grade Jostens math students had a one year two months gain (1.2) and the ninth grade students showed five months gain (0.5) compared to three months gain (0.3) for citywide Chapter 1 tenth grade students and one month gain (0.1) for ninth grade citywide Chapter 1 students.

Due to extenuating circumstances the Jostens program did not begin at Durfee until March, 1991, one month prior to the administration of the California Achievement Tests (CAT). Because of the late start at Durfee, assessment of program effectiveness could not be measured using a comparison of CAT scores. However, CAT data for students in the Durfee program were collected and presented in this report.

It is recommended that Jostens Learning lab teachers continue to fully utilize the consultant services that are available and take advantage of training sessions and additional special services available to them upon request. The consultants keep teachers updated on changes and innovations being made within the program and they help keep school staff on target with their program goals and objectives.

It is also recommended that student services begin as early as possible, affording students ample time in the program to master their objectives and show consistent gains. Accurate comparisons cannot be made between students who receive services for ten months and those in programs that were in operation for only three or four months. Jostens services should be scheduled simultaneously with the opening of school and regular class scheduling.

Overall, the Jostens program was liked very much by the teachers using the program. Teachers indicated that the Jostens program is a valuable program and students have made progress in reading and math as a result of the program.

Evaluator: Wilbur A. Lewis

PROGRAM FACTS

Name of Program : Non-Public Schools Learning Resource Centers Program

Funding Year : 1990-91

Purpose of Program : To provide individualized remedial reading and mathematics instruction to target students in Grades K-12. To supply instruction to Chapter 1 eligible under-achievers whose learning difficulties and lack of achievement have not been remedied via normal school activities.

Features of Program : Prescriptive learning is provided to meet specific needs as determined by diagnostic and standardized testing. Enrollees are pulled out of their regular classrooms and sent to specially-equipped Learning Resource Centers where they receive concentrated instruction for approximately 40 minutes per day. Diagnostic/ prescriptive techniques are used.

Funding Source : Chapter 1, ESSIA

Funding Level : $1,527,601

Number and Level of Participants : Elementary (Grades K-8) 1198 students
High School (Grades 9-12) 162 students

Number and Level of Schools in Program : 23 elementary and high schools encompassing grades K through 12.

Staffing Pattern : 2 coordinating teachers
23 teachers
22 school service assistants
2 technicians
1 counselor

Instructional Time : Approximately 40 minutes per day, 5 days per week for 32 weeks

Equipment and Materials : Various instructional materials selected to meet the individual needs of students

First Year Funded : 1965-66

PROGRAM FACTS (Cont'd)

Names of Schools : Dominican High, East Catholic High, Eastside Vicariate, Gesu, Redeemer Elem., Redeemer High, Holy Trinity, Lady of Christ, Queen of Angels, St. Ambrose, St. Casimir, St. Cunegunda, St. Francis, St. Hedwig Elem., St. Juliana, St. Leo, St. Martin, St. Mary Elem., St. Mary High, St. Matthew, St. Stephen, St. Theresa, St. Vincent.

NON-PUBLIC LEARNING RESOURCE CENTERS
1990-91

Executive Summary

Purpose and Features of the Program

The Non-Public Schools Learning Resource Centers Program provided instruction in remedial reading and mathematics to Chapter 1 eligible students who were underachievers in reading and mathematics and whose learning difficulties and lack of achievement had not been remedied via normal non-public school activities. Ideally, at least fifty percent of the students were to gain one year in grade equivalent units on the California Achievement Tests, Form E, reading and/or mathematics total scores.

Encompassing students in Grades K-12, the program was a pullout type in which participants were reassigned from a normal classroom situation for approximately forty minutes per day to specially equipped in-school rooms called Learning Resource Centers, which, consistent with federal interpretations and state mandates, were different from the non-public school buildings and located in separate units. A diagnostic/prescriptive technique, designed and geared to recognize and deal with students having extreme learning problems, was used as a basic instructional method.

Learning Resource Center personnel were to diagnose the particular learning difficulty of each enrollee and to prescribe methods intended to facilitate or improve the acquisition of skills which would lead ultimately to higher achievement levels in reading and mathematics.

Instruction was given on either a one-to-one basis or to very small groups of enrollees by a certified teacher assisted by trained school service assistants. Perceptual training and individualized reading and mathematics materials were used to deal with the particular needs of each enrollee in the program.

Methodology

A multi-phased evaluative approach was employed in the attempt to determine the effectiveness of the Non-Public Schools Learning Resource Centers Program for the 1990-91 school year.

California Achievement Tests Form E scale scores were averaged. These averages were converted to Form E grade mean equivalents for the pretest and posttest. Differences between the means of the pretest and posttest scores were calculated.

A rate of gain determination was also made to obtain an additional perspective of growth in which the actual posttest mean of scores for each grade level was compared to the mean expected on the basis of the target students' previous records of attainment in reading and mathematics.

An analysis was also made relative to the numbers and percents of individual project participants in each grade level who attained an optimal growth of one year or more.

Findings and Recommendations

The scarcity of available pre- and post CAT data regarding target students at all grades has continued. It is recommended that a future focus of the program should be directed toward obtaining more pre-post reading and mathematics information concerning these students.

In reference to the number of individual participants whose academic growth equaled or exceeded the academic growth of the national norming group it was found that 46.0 percent of the students attained a gain of one year or more in reading, and 42.8 percent attained gains of one year or more in mathematics. Since these percentages are less than the fifty percent, the program's stated objectives have not been met. However, based on the procedures employed to assess the effectiveness of the program as per the evaluation plan, the Non-Public Schools Learning Resource Centers Program should be considered to have been partially successful as presented during the 1990-91 school year.

The failure of the program to meet its stated objective mimics the findings of the 1989-90 Non-Public Learning Resource Centers Evaluation Report. This indicates that the program's strategies need to be reviewed, analized and improved so that the desired student achievement can occur. Additionally, the goals may need to be changed to reflect an improvement in normal curve equivalent (NCE) units as opposed to relying on gains in grade equivalent units. An evaluation using NCE units would be more in sync with the required annual Chapter 1 Regular School Year Evaluation Report.

Reading

On the basis of actual versus expected achievement via the rate of gain methodology, it was found that the program enrollees in all grades, except fourth and tenth, exceeded the gains predicted by their previous performance in reading.

As to progress made by individual target students, the findings indicated that, overall, 46.0 percent of the students equaled or surpassed the optimal normal growth standard of one month's gain for each month of program participation in reading.

Mathematics

Based upon the rate of gain method of determining progress, the findings implied that participants in all elementary grades, except fourth, exceeded the gains predicted by their previous performance in mathematics. At the high school, only grade nine had gains which were greater than their expected gains.

In reference to the performance of individual participants, it was found that, compositely, 42.8 percent of the students achieved or exceeded the optimal growth criterion of one month's gain for each month of program participation in mathematics.

Evaluator: Harvey Czerwinski

PROGRAM FACTS

Name of Program : Metropolitan Detroit Youth Foundation, Inc. Basic Skills Tutoring Program

Funding Year : 1990-91

Purpose of Program : To provide tutoring in mathematics and reading

Features of Program : Students who are having academic/attendance adjustment problems are selected for this program and attend sessions for five consecutive Saturdays.

Funding Source : Chapter 1, Education Consolidation and Improvement Act

Funding Level : $50,000

Number and Level of Participants : 81 students
Grades 7, 8, 9, 10 and 12

Number and Level of Schools in Program : 11 Chapter 1 high schools, 2 Chapter 1 alternative schools and 6 Chapter 1 middle schools

Staffing Pattern : 2 Teacher Coordinators, one full-time and one part-time

Staffing Pattern : 2 Teacher Coordinators, one full-time and one part-time

Instructional Time : A minimum of 4 hours on 5 consecutive Saturdays per student

Equipment and Materials : Apple computers and appropriate instructional materials

First Year Funded : 1983

Names of Schools :

Barbour
Booth
Central
Chadsey
Cleveland
Cody
Continuing Ed.
Cooley
Ford
Hutchins
Mackenzie
Martin Luther King
Northern
Northwestern
Osborn
Redford
Robinson
Webber
Winship

METROPOLITAN DETROIT YOUTH FOUNDATION
BASIC SKILLS TUTORING PROGRAM
1990-91

Executive Summary

Purpose and Features of the Program

The Metropolitan Detroit Youth Foundation Basic Skills Program was designed to provide tutoring in mathematics and reading to students in grades 7, 8, 9, 10 and 12.

Students who had academic/attendance adjustment problems were selected for this program and attended sessions for five consecutive Saturdays.

Methodology

The California Achievement Tests, Form E, in reading and mathematics are used to measure project students' achievement. Project objective attainment was based on at least 75 percent of project participants increasing mathematics and reading grade equivalents by 1.0 as determined by school district pre and post testing.

The assessment of this objective was designed to utilize the pre- and posttest results of the school district's citywide testing program.

Findings and Recommendations

The school district's citywide testing program was the measure of assessment of whether at least 75 percent of project participants increased mathematics and reading grade equivalents by 1.0.

The six project students in Grade 7 attained the objective for reading but not for mathematics. For reading, eighty-three percent (83%) of the students achieved the project objective; while thirty-three percent (33%) achieved the project objective in mathematics.

The five Grade 8 project students attained the objective for mathematics but not for reading. For reading, sixty percent (60%) of the students achieved the project objective while all or 100% achieved the project objective for mathematics.

The project objectives were not attained by Grade 9 students. Of the forty Grade 9 project students, sixty-eight percent (68%) achieved a gain of at least 1.0 in reading and fifty percent (50%) achieved a gain of at least 1.0 in mathematics. The project objective was not attained by Grade 9 students.

Grade 10 had 5 project students and Grade 12 had 3 project students. Two of the Grade 10 students achieved a gain of at least 1.0 in mathematics; and two students showed a slight gain in reading with the remainder showing a loss. None of the three students in Grade 12 achieved a gain of at least 1.0. It should be noted that two of the students achieved gains in reading, with one student showing a loss. Two students remained the same for mathematics and the other shows a loss of grade equivalents.

A student survey was developed by the program evaluator and reviewed and approved by the program coordinator. The survey was distributed to project students at the end of the five-week period. The sixty-two students who responded to the survey were overwhelming in their positive comments regarding their experience in the program.

Ninety-four percent (94%) of the students responding indicated that they enjoyed the tutoring program while six percent (6%) did not enjoy the tutoring program. Ninety-seven percent (97%) of the students responding indicated that they felt more confident about their ability in math and/or reading after participating in the program. Three percent (3%) did not feel the program made a difference in this respect. All of the students (100%) indicated that they felt their reading and/or math skills had improved. Ninety-two percent (92%) of the students responding indicated that the program had helped them improved their study habits.

Written comments as to what they liked about the program included: helped in math skills, got needed help, teachers, work and donuts, changed my attitude about school, not much homework, and guest speakers.

Written comments as to what they did not like about the program included: too much homework and having to get up too early. Written comments as to what they felt was the most helpful in the program included: making me feel important, math and reading skills, and caring teachers who take time help. Written comments as to what they would change included: room size, serving lunch, less homework, and field trips.

Students who responded to the survey were overwhelming in their positive comments regarding their experience in the program.

It is evident that project staff have had an impact on project students. However, it is recommended that teaching strategies as well as materials be assessed and necessary modifications made. Extending the length of time of students in the program from five weeks to at least ten weeks may prove to make more of a difference.

Evaluator: Doris J. Hodge

PROGRAM FACTS

Name of Program : OmniArts in Education

Funding Year : 1990-91

Purpose of Program : To provide language development stimulated by lively arts presentations to compensatory education students in Detroit schools.

Features of Program : Professionals in the arts (music, visual art, dance, and theatre) perform at partaicipating schools. Before the performance vocabulary and arts-related materials are discussed. Afterwards, students write about and discuss their experiences using vocabulary from the program. A short workshop is held for teachers.

Funding Source : Chapter 1 of the Elementary and Secondary School Improvement Amendments (E.S.S.I.A.) and Article 3, State School Aid Act

Funding Level : $242,050

Number and Level of Participants : 19,520 elementary & middle school students

Number and Level of Schools in Program : 33 Elementary/Middle Schools

Staffing Pattern : 1 Project Director

Instructional Time : Up to ten performances were given at each school, depending on the level of involvement.

Equipment and Materials : Materials are provided for students prior to the performance using a workbook format.

First Year Funded : 1978

First Evaluated : 1987-88

Names of Schools :
Area A: Campbell, Columbian, Young M.S.
Area B: Biddle, McColl, Oakman, Thirkell, Weatherby
Area C: Bow, Emerson El., Harding, Holcomb, Hubert, King El., Cadillac, Cerveny
Area E: Cooper, Grant El., & M.S., Joyce, Lynch, Trix
Area F: Bellevue, Berry, Clark, Hanstein, Hutchinson, Nichols, Robinson El., Scripps, Wayne, Fisher M.S., Brewer

OMNIARTS IN EDUCATION PROGRAM
1990-91

Executive Summary

Purpose and Features of the Program

The OmniArts program is designed to provide language development to target students in Chapter 1 schools. This language development is stimulated by lively arts presentations made by professionals in the visual and performing arts.

Each school receives workbooks containing lessons in arts-related format prior to the first scheduled performance. These materials include an arts-related alphabet, pictures, vocabulary, stories, spelling words, and supplementary materials. Students use these materials to prepare for the presentations and to discuss and write about the presentations afterwards.

Up to ten presentations are made at each of the participating schools by professionals from the fields of music, visual art, dance, and theatre. A workshop is neld for teachers to prepare them for the program.

Methodology

For this fourth evaluation of OmniArts, only data on student achievement were evaluated. The student achievement data were obtained from student reading test scores on the CAT/E administered as part of the district city-wide testing program in the spring of 1990 (pretest) and 1991 (posttest). Only the 5,516 Chapter 1 students were included in the analysis.

Findings and Recommendations

Chapter 1 students at schools electing OmniArts made acceptable progress in reading during 1990-91. They gained, on average, 2.8 Normal Curve Equivalents (NCEs). District wide, Chapter 1 students at these grade levels gained 4.1 NCEs. The longitudinal trend for OmniArts students observed last year continues: students at participating schools showed greater gains and had a higher level of performance this year than in the previous two years.

It is recommended that OmniArts continue to provide service to schools electing to participate in the program, since there seems to be a positive effect on the reading achievement of Chapter 1 students at participating schools.

Evaluator: **JoAnne E. Moore**

PROGRAM FACTS

Name of Program :	Parents and Computers Teaching Students (PACTS)
Funding Year :	1989-90
Purpose of Program :	PACTS trains parents to use microcomputers to help their children with reading and mathematics. Dial-A-Drill reinforces these skills by providing additional practice via telephone using a mini-computer.
Features of Program :	Parents of compensatory education students are trained in a workshop setting to use educational software and microcomputers. Parents borrow these materials to use with their child at home. After completing PACTS, students are eligible for Dial-A-Drill, a mini-computer system accessed by telephone which provides practice in spelling, reading and mental arithmetic skills.
Funding Source :	Chapter 1, Elementary and Secondary School Improvement Amendments (E.S.S.I.A.) and Article 3 of the State School Aid Act.
Funding Level (approximate) :	Chapter 1: $177,440 Article 3 : 48,800 Total : $226,240 (for PACTS & Dial-A-Drill)
Number and Level of Participants :	Parents of 229 students participated in the PACTS. 174 students participated in Dial-A-Drill.
Number and Level of Schools in Program :	Parents of children from 16 elementary/middle schools participated in PACTS workshops; students from 70 elementary/middle schools participated in Dial-A-Drill.
Staffing Pattern :	2 Teacher Trainers 2 Paraprofessionals
Instructional Time :	Parents attend two three-hour workshops. Students can access Dial-A-Drill by telephone from home each week night.
Equipment and Materials :	The project has approximately 160 microcomputers and educational software. Dial-A-Drill equipment includes a mini-computer and a digital speech system.

First Year Funded : 1982-83 (PACTS), 1986-87 (Dial-A-Drill)

PACT Schools

Area B: Marsh, McFarlane, Sherrill, Noble
Area D: Fairbanks, Hampton El, Schulze, Winterhalter
Area E: Davison, Area E Relief, Pulaski, White
Area F: Howe, Krolik, Keith, Scripps

Dial-A-Drill Schools

Area A (14 students)

Bunche
Chrysler
Boynton Magnet
Columbian
Spain
Logan
Owen
Miller
Pelham

Area B (34 Students)

Ann Arbor Trail
Barton
Coolidge
Kosciusko
Marsh
McColl
McFarlane
Parkman
Sherrill
Thirkell
Brooks
Drew
Noble

Area C (19 Students)

Burns
Dow
Emerson El
Guest
Healy
Holcomb
Newton
Pitcher
Young Elem
Yost
Ludington

Area D (48 Students)

Bagley
Brady
Custer
Turner
Fairbanks
Glazer
Hally Open MS
Hampton El
Keidan
Loving
MacCulloch
Pasteur
Schulze
Durfee
Longfellow
Sherrard

Area E (26 Students)

Courville
Davison
Joyce
Area E Relief
Pulaski
White
White Ortho
Barbour
Burroughs
Cleveland

City Wide (4 Students)

Golightly

Area F (29 Students)

Goodale
Hanstein
Howe
Krolik
Marquette
Robinson Elem
Keith
Scripps
Butzel
Bates

PARENTS AND COMPUTERS TEACHING STUDENTS (PACTS) PROJECT
1990-91

Executive Summary

Purpose and Features of the Program

The PACTS Project began in 1982-83 and was designed to train parents of students in the elementary grades in the use of microcomputers as tools to help their children with school work at home. PACTS consists of six hours of training over two days for parents. Following this training, parents borrow a microcomputer and software to take home for ten days to use with their child. Dial-a-Drill was added to the project in 1986-87. Students whose parents have completed PACTS are eligible to receive skill reinforcement with additional practice through a dial-up system using a mini-computer and a speech synthesizer accessed via telephone from home. Drill and practice in reading, spelling, and mental arithmetic are provided by Dial-A-Drill. Parents of 229 students participated in PACTS and 174 students participated in Dial-A-Drill between September, 1990 and January, 1991. Results for students and parents served by PACTS after January, 1991 will be reported next year.

Methodology

The evaluation of PACTS focuses on achievement test results in compliance with Chapter 1 requirements. Data used to measure progress in achievement for PACTS were obtained from city-wide test data, using scores from the 1990 and 1991 administrations of the CAT/E. Analyses of these data were conducted using the Chapter 1 criterion for acceptable progress: students must gain at least 1 Normal Curve Equivalent (NCE) score point between pretest and posttest. Results were also compared to the district Chapter 1 results.

Findings and Recommendations

PACTS students showed acceptable progress in reading (a gain of 1.4 NCEs) but not in mathematics (a gain of 0.2 NCEs). Dial-A-Drill students showed acceptable gains in reading (a gain of 2.3 NCEs) but losses in mathematics (1.0 NCEs). Comparisons with district Chapter 1 data indicated that gains in reading and mathematics were greater for district Chapter 1 students than for PACTS or Dial-A-Drill students in reading and in mathematics. PACTS and Dial-A-Drill students were performing at below average levels in both reading and mathematics; however, mean posttest scores at the district level for Chapter 1 students at the same grade levels were lower than those for project students.

An approach which has a more direct impact on student learning, followed by drill and practice targeted on student needs, is recommended to improve the program. This approach must be coordinated with the regular instructional program in order to fulfill the role of a compensatory education program designed to augment the regular instructional program.

Evaluator: JoAnne E. Moore

PROGRAM FACTS

Name of Program : Chapter 1 Preschool

Funding Year : 1990-91

Purpose of Program : To provide young children living within the attendance area of a Chapter 1 school with a preschool experience.

Features of Program : Children who are four years of age are selected for the program based upon the results of the Brigance Screen for Four-Year-Olds. Students are provided with four half-days of instruction per week. Instruction is directed toward developing cognitive, social, and motor skills. Each classroom is staffed by a certified teacher and a school service assistant. The fifth day is reserved for staff and parent inservice and instructional planning.

Funding Source : Chapter 1 of the Elementary and Secondary School Improvement Amendments

Funding Level : $5,233,886

Number and Level of Participants : Facilities are available to serve approximately 1,760 four-year-olds in the Chapter 1 Preschool Program.

Number and Level of Schools in Program : 48 elementary schools provide Chapter 1 preschools

Staffing Pattern :
1 Supervisor
1 Secretary
1 (.5) Social Worker
48 Certified Teachers
48 School Service Assistants

Instructional Time : Instruction is provided four half-days per week.

Equipment and Materials : Equipment and materials are selected by the individual teachers based upon the needs of the students.

First Year Funded : 1971-72

ANNUAL CHAPTER 1 PRESCHOOL EVALUATION
1990-91

Executive Summary

Purpose and Features of the Program

The Detroit Public Schools established a Chapter 1 (formerly known as Title 1) Preschool Program during the 1971-72 school year. Although the Chapter 1 Preschool Program does not provide all of the components of the Head Start Program the philosophy underlying the program is the same: if young children are provided with the activities necessary to develop their cognitive, social, and motor skills before they enter kindergarten they will be more successful as they progress through their entire school experience.

The Chapter 1 Preschool Program provided children who would be four-years-old before December 1, 1990 with learning experiences which would foster their development and promote the skills necessary to be successful in school. Children were selected for participation on the basis of the results of the Brigance Screen for Four-Year-Olds. Once enrolled in the program the children were provided with four half-days of instruction per week. Instruction was delivered by a certified teacher with the support of a full time school service assistant. The fifth day of the week was utilized for parent and staff inservice and teacher planning.

Facilities were available in 1990-91 to serve 1,760 students in the Chapter 1 Preschool Program. Forty-eight schools provided Chapter 1 Preschools. Class size was limited to twenty students, providing an adult child ratio of 1 to 10, facilitating the individualization of instruction.

Methodology

The primary purpose of the Chapter 1 Preschool evaluation was to assess the impact of the program on the readiness level of the preschool participants as they enter kindergarten. A random sample of Chapter 1 Preschool students was selected. In addition, a sample group of students who did not participate in a preschool program was selected for comparison purposes. A comparison of the frequency with which these two groups were selected for Extended Day Kindergarten was performed to assess any differences in the groups readiness for kindergarten.

In addition the pre- and posttest Brigance Screen scores of the Chapter 1 students were analyzed to determine the cognitive growth of the children while in the program.

Findings and Recommendations

Based upon the data collected and analyzed for the 1990-91 Chapter 1 Preschool Program the following findings and recommendations are presented for consideration.

1. Brigance Four-Year-Old Preschool Screen pre- and posttest results indicated that the students skills were improved while they were participants in the program.

2. The number of students being served by the program has not changed significantly in the past four years. One explanation for the lack of expansion may be that the MECE program is serving many preschool children and Head Start has always competed for participants with the Chapter 1 Preschool Program.

3. Students who attend a Chapter 1 Preschool Program are more ready for kindergarten than students who do not participate. Students entering kindergarten with a preschool experience were selected for special kindergarten compensatory education services with less frequency.

4. The program should be continued as should efforts to expand the number of students served. Students who are "ready to learn" when they enter kindergarten are more likely to have a successful educational experience as they progress through school.

Evaluator: Karen E. Sevigny

PROGRAM FACTS

Name of Study	:	Longitudinal Effects of the Chapter 1 Preschool Program
Purpose of Program	:	The purpose of the program is to provide young children living within the attendance area of a Chapter 1 school with a preschool experience. Children who are four years of age are selected for participation based upon the results of the Brigance Preschool Screen. Students are provided with four half-days of instruction per week directed toward developing cognitive, social, and motor skills. The fifth day is reserved for staff and parent inservice and instructional planning. Each classroom is staffed by a certified teacher and a full-time school service assistant.
Funding Source	:	Chapter 1 of the Elementary and Secondary School Improvement Amendments (ESSIA)
First Year Funded	:	1971-72

Number of Centers, Number of Participants, and Level of Funding

Year	Number of Centers	Number of Participants	Funding Level	Budgeted Amount Per Participant
1986-87	45	1,353	$ 3,130,507	$2,313
1987-88	43	1,409	2,827,576	2,006
1988-89	44	1,433	3,666,047	2,558
1989-90	44	1,522	4,076,902	2,679
1990-91	48	1,534	5,233,886	3,411
5 Year Total		7,251	$18,934,918	$2,611

LONGITUDINAL EFFECTS OF THE CHAPTER 1 PRESCHOOL PROGRAM 1987-88 THROUGH 1990-91

Executive Summary

Purpose and Features of the Program

The Detroit Public Schools established a Chapter 1 Preschool Program during the 1971-72 school year. Although the Chapter 1 Preschool Program does not provide all of the components of the Head Start Program the philosophy underlying the program is the same. If young children are provided with the activities necessary to develop their cognitive, social, and motor skills before they enter kindergarten they will be more successful as they progress through their entire school experience.

The Chapter 1 Preschool Program provides children who are four-years-old with learning experiences designed to foster their development. Children are selected for participation on the basis of the results of the Brigance Screen for Four-Year-Olds. Once enrolled in the program the children are provided with four half-days of instruction per week. Instruction is delivered by a certified teacher with the support of a full-time school service assistant. The fifth day of the week is utilized for parent and staff inservice and teacher planning. Instruction is individualized based upon the results of the Brigance Preschool Screen and the Preschool Checklist. The maximum class size recommended for the program is twenty students.

Methodology

The purpose of the longitudinal evaluation is to determine if any long term effects result from participation in a Chapter 1 Preschool Program. During the 1986-87 school year a random sample of students who were participants in a Chapter 1 Preschool Program were selected as an experimental group for this study. In addition, a control group of students who had not participated in a preschool experience was selected. These two groups of students were in Grade 3 during 1990-91 and are referred to as the Phase A groups. Additionally, in 1987-88 a Phase B experimental and control group were selected for inclusion in the study. Phase B students attended Grade 2 during 1990-91. Phase C groups selected in 1988-89, were enrolled in Grade 1 during the 1990-91 school year. Phase D groups were added in 1989-90 and these groups completed kindergarten in 1990-91. This evaluation report is the fourth in a series of longitudinal reports which will follow these children, and two additional groups comprising Phase E to be selected this year, through their elementary school careers. This report includes results of the analyses of the test scores, progress report and report card marks, attendance, selection for compensatory education services, and retention data for the Phase A, B, C, and D experimental and control groups.

Findings and Recommendations

Summary of Findings, Phase A, Grade 3

Analyses of Grade 3 test scores, attendance, and report card marks for the Phase A groups indicated that there were no significant differences between the groups. Fewer students from the control group were selected for compensatory education service in Grade 3, however, the difference in frequency of selection was not significant. One experimental student was retained while two control students were retained. Finally, more students from the control group have left the school district.

Summary of Findings, Phase B, Grade 2

Analyses of test scores, report card marks, and attendance data resulted in a significant difference between the Phase B groups as measured by mathematics report card marks. The experimental group had significantly higher mathematics report card marks than the controls. The experimental group was also selected for compensatory education service with less frequency than the controls, but the difference was not significant. Three students from the experimental group were retained while five students from the control group were retained. Finally, more students from the control group have left the school district.

Summary of Findings, Phase C, Grade 1

Analyses of test scores, report card marks, and attendance for the Phase C groups indicated that there was a significant difference in the groups attendance. The experimental group had significantly better attendance than the control group. The experimental group was selected less frequently for compensatory education services than the controls, but the difference was not significant. Finally, a larger percent of the experimental group has left the school system.

Summary of Findings, Phase D, Kindergarten

Analyses of test scores, progress report marks, and attendance of the Phase D groups indicated the experimental group had significantly better attendance than the controls. No other differences existed as measured by these variables. Significantly fewer of the experimental students were selected for compensatory education service. Finally, more students from the control group have left the school district.

The following findings and recommendations are based upon the data collected and analyzed for this study.

1. The longitudinal study of Chapter 1 Preschool should be continued. At this time in the study all significant differences, while not consistent, i.e. (in some phases the differences are in attendance in others it is compensatory education service etc.) are in favor of the preschool (experimental) groups.

2. There were no differences between the groups in Phase A through D related to test scores in 1990-91.

3. There was a significant difference in favor of the Phase C experimental group related to mathematics report card marks.

4. The experimental groups in Phase C and D had significantly better attendance than the controls.

5. There was a significant difference, in favor of the Phase D experimental students, in frequency of selection for compensatory education services. The Phase B and C experimental group had fewer students selected for compensatory education services than the control group but the differences were not significant. In Phase A more experimental students were selected for compensatory education service.

6. A larger percent of the control group students in Phase A, B, and D have left the school district.

7. The preschool students, who are enrolled in the district, should all have identification numbers. In addition, some indicator should be included to determine which preschool program service they received i.e., Head Start, Chapter 1 Preschool, or MECE. These data would facilitate longitudinal studies and assist in making determinations about preschool program effectiveness.

Evaluator: Karen E. Sevigny

PROGRAM FACTS

Name of Program : Street Law Program

Funding Year : 1990-91

Purpose of Program : The purpose of the Detroit Law Project is to prevent or reduce delinquent behavior, foster responsible citizenship and enable young people who participate in the program to understand law and apply it to their everyday lives.

Features of Program : The project includes the teaching of mock trial techniques using video and demonstrative presentations.

Funding Source : Chapter 1, Elementary and Secondary School Improvement Amendments

Funding Level : $50,000

Number and Level of Participants : Approximately 160 9th grade students

Number and Level of Schools in Program : Five high schools

Staffing Pattern : Students from area law schools and legal practitioners as needed.

Instructional Time : Students meet for 55 minutes during regular school hours at least two to three times per week for an eight week period.

Equipment and Materials : Typical instructional materials and equipment

First Year Funded : 1988-89

Names of Schools : Finney, Kettering, Mackenzie, Northern, and Western

Program Coordinator : Bruce Sullivan Feaster

STREET LAW PROJECT
1990-91

Executive Summary

Purpose and Features of the Program

The Wayne County Neighborhood Legal Service (WCNLS) has contracted with law schools and legal practitioners to instruct selected High School Intervention Center participants in street law which includes the teaching of mock trial techniques using video and demonstrative presentations. Students are also instructed in criminal law, family law, and housing law. The goal of the project is to reduce delinquent behavior and foster responsible citizenship.

Methodology

This report presents findings of a three-part evaluation of the 1990-91 Street Law Project. The first part was a study of the project's impact on Street Law students' scholarship and attendance at Finney, Kettering, Mackenzie, Northern, and Western high schools. In an effort to determine the impact of the Street Law Project, the scholarship and attendance findings of the Street Law participants were compared to the same indices of Chapter 1 students in the same school who did not participate in the Street Law Project. The second part of the evaluations presents the California Achievement Tests, Form E, results of the experimental and control group. A t-test was applied to pretest results to determine whether a significant difference existed. When no difference was found, a t-test was applied to posttest data. The third part presents the results of teacher and student questionnaires.

Finding and Recommendations

Street Law participants had statistically significant higher mark point averages than control groups in three of the five participating schools. The control group had statistically significant higher mark point averages in two schools. All of the mark point averages were in the "D" range.

Street Law participants had statistically significant lower average absences in one of five schools. The control group had statistically significant lower average absences in one school. The other three schools had similar average absences.

Results of the California Achievement Tests (CAT) results showed that the experimental group's mean Normal Curve Equivalent (NCE) reading score was 31.11. The control group's mean NCE reading score was 32.62. The difference was not statistically significant.

The experimental group had a mean NCE score of 27.78 on the CAT total mathematics test. The control group's mean NCE mathematics score was 31.86. The difference was statistically significant at the .05 level in favor of the control group.

Student questionnaire results indicated that the strengths of the program lie in the knowledge of law acquired, and the program interested several students in the field of law. Weaknesses included the limited class time and the short length of the program. Several students felt that the program should be for all students in high or middle schools.

Teacher questionnaire results indicated that the program was not long enough. They said that it needs to be for the entire semester. They also said that there should be a consistency among instructors' level of achievement/competition. In addition, there should be two mock trials for each school semester. Finally, all program students should be allowed to attend mock trials.

Recommendations

1. Class time and duration of program should be lengthened.
2. All Street Law students should have the opportunity to view the "mock trials."
3. The program should be expanded to all students in middle and high schools.
4. Based on questionnaire results, the Street Law Program appears to have a positive impact on the participants' knowledge of law, aspirations, behavior, confidence and self-esteem. It is recommended for continuance.

Evaluator: Charles A. Green

PROGRAM FACTS

Name of Program : Chapter 1 Summer Scholarship

Funding Year : Summer 1990

Purpose of Program : To provide students enrolled in Chapter 1 schools with scholarships to attend summer school.

Features of Program : Chapter 1 students are given an opportunity to complete classes during the summer. Tuition for these summer classes is paid for with Chapter 1 funds.

Funding Source : Chapter 1 Elementary and Secondary School Improvement Amendments (ESSIA)

Funding Level : $50,000

Number and Level of Participants : Approximately 650 ninth through twelfth graders

Number and Level of Schools in Program : Ten High Schools

Staffing Pattern : Certified secondary teachers provide instruction at the high schools during the summer.

Instructional Time : Students attend one, two, or three classes per day, five days a week, for five weeks.

Equipment and Materials : Students use the high school textbooks selected for the classes in which they are enrolled.

First Year Funded : 1970

CHAPTER 1 SUMMER SCHOLARSHIP PROGRAM
1990-91

Executive Summary

Purpose and Features of the Program

The Chapter 1 Summer Scholarship Program is provided for students who are enrolled in Chapter 1 high schools in the district during the regular school year. Students are given an opportunity to complete classes during the summer. Students are enrolled in English and mathematics classes being offered.

Methodology

The objective of the program is to have at least eighty percent of the classes provided by the Summer Scholarship Program completed by the students with a grade of C or better. A frequency distribution of participants' grades was completed and a comparison against the criterion stated in the objective was made.

Findings and Recommendations

Data reported and analyzed for the 1990 Chapter 1 Summer Scholarship Program indicated that students who were enrolled in English classes performed better than those enrolled in mathematics classes. Thirty-two percent of the students enrolled in English classes received grades of C or better while only twenty-three percent of the students enrolled in mathematics classes obtained a C or better grade.

Data indicated that for English and mathematics the objective of the program was not achieved. The results also indicated that for the students in the program during the summer of 1990 the results were poorer than for the students who participated in the two previous summers. The percent of students receiving a grade of C or better in English in the summer has declined from eighty-one percent in 1988 to thirty-two percent in 1990, while the percent of students receiving a grade of C or better in mathematics has declined from sixty-four percent to twenty-three percent.

The following recommendations are made based upon the data presented in this report and Summer Scholarship data available for previous summers.

1. Attendance is not available on the Student Information System for summer classes. Attendance data, if available, might provide some information which would be helpful in determining why so many students are not successful in summer classes. It is recommended that summer attendance data be maintained on the SIS.

2. A thorough review of summer school instructional methodologies, content, and level of expectations of the teachers should be conducted. This review could be helpful in determining why so many of Chapter 1 students are receiving Ds and Es in summer school. In addition, data on other students' summer school marks should be investigated to determine if a majority of non-Chapter 1 students fail in summer school.

3. Maximum attention should be paid to the Chapter 1 students during the summer. If the students are having an unsuccessful experience in summer school, they will not be anxious to return to the regular school program where again they will be enrolled in classes they have failed during the summer.

4. If the current trend in summer school success continues, perhaps consideration should be given to investing the summer school monies in another program.

Evaluator: Karen E. Sevigny

PROGRAM FACTS

Name of Program : 1990 Chapter 1 Summer School

Funding Year : 1989-90

Purpose of Program : The Detroit Public Schools Chapter 1 Summer School Program conducted during the summer of 1990 was designed to provide remedial reading and mathematics instruction to underachieving students residing in Chapter 1 eligible areas.

Features of Program : Students were provided with reading and mathematics instruction and a class designed to encourage and promote learning. Students attended school five half-days per week for four to five weeks. The students were also provided with lunch. Instruction was provided by a certified teacher and the classes received the assistance of a paraprofessional. Class size was limited to twenty in order to provide individual attention.

Funding Source : Chapter 1, ESSIA

Funding Level : $2,918,222

Number and Level of Participants : 12,631 students in grades kindergarten through 12

Number of Schools in Program : 116

Staffing Pattern : 116 Principals
116 School Secretaries
783 Teachers
394 School Service Assistants

Instructional Time : 5 half-days per week for 4 or 5 weeks depending upon the program location

Equipment and Materials : All materials were prepared by the Communication Arts and the Mathematics Department and given to teachers at an inservice training session before classes began.

First Year Funded : 1967

1990 CHAPTER 1 SUMMER SCHOOL EVALUATION REPORT

Executive Summary

Purpose and Features of the Program

The Detroit Public Schools Chapter 1 Summer School Program was designed to provide remedial reading and mathematics instruction to underachieving students residing in a Chapter 1 eligible attendance areas. Students were provided with reading and mathematics instruction as well as a third class designed to provide enrichment. The content of the third class varied from school to school. Students attended school five half-days per week for four or five weeks. The students were also provided with lunch. Instruction was provided by a certified teacher and the classes received the assistance of a para-professional. Class size was limited to twenty in order to provide individual attention.

Methodology

A total of 12,631 students in grades kindergarten through twelve attended the 1990 Chapter 1 Summer School. Because pretest and posttest data exist for the second through the twelfth grades, this evaluation focuses on the 10,308 students in these grades during the 1990-1991 school year who attended the 1990 Chapter 1 Summer School.

Of the 10,308 students in grades two through twelve attending the 1990 Chapter 1 Summer School, 3,742 students were selected to receive Chapter 1 service during the 1990-91 school year. This group of students comprises the twelve-month Chapter 1 group. Within the twelve-month group, 3,214 students received Chapter 1 reading service while 2,644 students received Chapter 1 mathematics service between September, 1990 and June, 1991. A second group of students, the ten-month group, contained 28,877 students in grades two through twelve who participated in Chapter 1 programs during the 1990-91 school but who did not attend the 1990 Chapter 1 Summer School. Within the ten-month group, 23,016 students received Chapter 1 reading service while 19,281 students received Chapter 1 mathematics service.

The spring 1990 California Achievement Tests (CAT) scores were used as pretest measures. The spring 1991 CAT scores were used for the posttests. Normal curve equivalent (NCE) scores were used for analysis.

A random sample from each group was selected. t-Tests were applied to the NCE scores of the pretest. If there was no significant difference between the ten-month and the twelve-month groups, then a t-test was carried out on the postmeasure. Otherwise, an analysis of covariance was performed.

Findings and Recommendations

Teachers are selecting the students with the "most academic need" to attend summer school. This is apparent when comparing the pretest scores of the ten-month group to the twelve-month group. At each grade level, except grade nine mathematics, the twelve-month group's pretest is lower than the ten-month group. However, no differences were found between the two groups' growth. At all grade levels except as noted below, the differences in gains between the two groups were less than one NCE unit. The exceptions are:

1. Grade eight reading: the ten-month group's gain was 1.4 NCE unit greater than the twelve-month group's gain,

2. Grade two mathematics: the twelve-month group's gain was 1.0 NCE unit greater than the ten-month group's gain, and

3. Grade five mathematics: the ten-month group's gain was 1.0 NCE unit greater than the twelve-month group's gain.

4. Grade nine mathematics: the ten-month group's loss was 13.4 NCE units less than the twelve-month group's loss.

The findings do not support the justification of summer school on the expectation that it will improve academic performance as measured by normal achievement tests.

Analysis of the sample group data indicates that students in grade three who were NOT participants in the 1990 Chapter 1 Summer School, but received Chapter 1 reading service during the 1990-91 school year, did perform significantly better in reading than students who did attend Summer School and also received Chapter 1 reading service during the 1990-91 school year. Likewise, students in grades two, three, five and nine who were NOT participants in the 1990 Chapter 1 Summer School, but received Chapter 1 mathematics service during the 1990-91 school year, did perform significantly better in mathematics than students who did attend Summer School and also received Chapter 1 mathematics service during the 1990-91 school year.

Consistent with the evaluation of the 1989 summer school, the gains at grade two in both reading and mathematics are higher for the twelve-month group. This supports the theory that providing year round school for the early elementary grades increases student achievement. There is need for further research. If this phenomenon occurs consistently in subsequent evaluations, consideration should be given to expending a larger percent of the resources on the lower grades.

Although there may not be any significant differences in achievement between the two groups, the summer school experience is well liked by both students and teachers, as indicated in the 1991 Chapter 1 Summer School Process Review (October 1991, Office of Research, Evaluation and Testing, Detroit Public Schools). Part of the process evaluation was an in-depth study conducted at one of the summer school sites. Although only one school was under study, the findings are perceived as mirroring the activities taking place at every site. The process evaluation conducted on the 1991 Summer School may have some implications for the analysis of the 1990 product evaluation.

1) Since the summer school participants are those students "most in need" academically, perhaps the non-significant academic findings of this report is in itself an important discovery. Would the gains experienced by the twelve-month group be less had they not participated in the summer school experience?

2) The training and small group teaching experience provided during the summer helps the teachers refine and perfect their skills. Consequently, all of their students during the following school year benefit.

3) The net time-on-task for the summer school program is severely reduced. Efforts need to be made so that students are in attendance for the entire summer school experience. Also teachers need training and assistance in developing their techniques for providing quality time-on-task learning experiences.

4) If the resources were available for extending the summer school experience through the entire summer, perhaps there would be a payoff in student achievement.

Based on the analysis of the data and previous Chapter 1 Summer School product evaluations which show similar results, it is recommended that the Chapter 1 Summer School for reading and mathematics be examined for significant revisions and/or that the purpose for a summer school program be redefined so that the goals are more realistic.

To assist in future evaluations, it is recommended that efforts be initiated to assure that all Chapter 1 high school students take the appropriate CAT test.

Evaluator: Harvey Czerwinski

PROGRAM FACTS

Name of Program : Chapter 1 Summer School

Funding Year : 1990-91

Purpose of Program : To provide remedial instruction with a focus on reading, writing, mathematics, and science skills to Chapter 1 target students in Preschool through Grade 12.

Features of Program : In addition to remedial instruction in basic skills, other classes offered include art, music, social studies, computer literacy, history, health education, and field trips related to the subjects being taught. There were preschool classes in 34 schools.

Funding Source : U.S. Department of Education: Elementary and Secondary School School Improvement Amendments of 1988 (ESSIA)-Chapter 1

Funding Level : $4,418,481

Number and Level of Participants : 23,070 Students Pre-School through Grade 12

Number and Level of Schools in Program : 188 Schools

Staffing Pattern : 1 administrator, 1 secretary, 8 teachers, 2 aides per school

Instructional Time : 8:30 a.m. - 12:30 p.m.

Equipment and Materials : The Office of Science and Mathematics and the Office of Communication Arts developed appropriate materials to be used in the summer school program. These were based on the district's objectives at each grade level.

First Year Funded : 1967

Name of Schools : 188 Schools--these include:

Elementary Schools	115
Middle Schools	36
Non-Public Schools	16
Alternative Schools	6
Special Education Schools	13

Coordinator : Dr. Sophie Skoney

DETROIT PUBLIC SCHOOLS CHAPTER 1 SUMMER SCHOOL
1990-91

Executive Summary

Purpose and Features of the Program

Detroit's 1991 ESSIA Chapter 1 Summer School Program operated in 188 schools (172 Detroit Public Schools and 16 non-public schools). The program is intended to provide remedial instruction with a focus on reading, writing, mathematics and science skills. The Office of Math/Science, and the Office of Communication Arts produced special materials and inservice training sessions for program participants.

In addition to remedial instruction in basic skills, other classes offered included art, music, social studies, computer literacy, history and health education. Field trips related to the subjects being taught were provided.

Methodology

The process evaluation of the Chapter 1 Summer School Program consisted of the three parts shown below.

1. An ethnographic study of one school consisting of observations, interviews and data collection conducted by staff on the Office of Research, Evaluation and Testing.
2. Anecdotal records of multiple classes at numerous schools completed by Area Special Projects Administrators.
3. A review of observation forms completed by reading, mathematics and science summer supervisors.

Data were summarized by the Office of Research, Evaluation and Testing. Product data for students who attended the 1991 summer school program will be available after posttesting on the April, 1992 administration of the California Achievement Tests.

Findings and Recommendations

All findings presented in this report are based on process data; product data reflecting student achievement will not be available until after the spring, 1992 administration of the California Achievement Tests.

Based upon the data collected in the ethnographic study, the 1991 ESSIA Chapter 1 Summer School program was successful. Most of the students enjoyed the summer program and would like to attend summer school next year. Students also felt that they learned a lot during the summer in reading, mathematics, and science. During the four weeks, 38 weeks (44%) had four or more days absent.

Most teachers indicated that the summer school parogram was very beneficial and that they would like to teach during the 1992 summer school. Teachers indicated that the inservice training and preparation for the Summer School experience was good. There was some criticism of the program. Teachers remarked about the amount of pressure and monitoring that took place during the four weeks. They also expressed concern about the selection process of students eligible for the program, the fact that lunch was not free to all wo attended, the fact that the mathematics supplies were not delivered in a timely manner, and the need for planning time. Teachers felt that most of their students achieved the objectives for the Summer School program as indicated on the Summer School Progress Report.

The building administrator indicated that the curriculum was well palnned, and that the operation of the program went well. Expressed concerns were: the late arrival of supplies for mathematics; the check for incentives was also late; the importance of accepting all students in the program; and the need for free breakfast and lunch for all students.

Special Projects Administrators indicated that the content areas were taught to large groups and that a large quantity of "hands on" materials were used. Mathematics was noted as receiving the highest amount of instructional time. Science received the second highest amount of instructional time followed by language education. The behavior of students was noted as productive during 60 percent of instruction and class time.

When the observation forms completed by curriculum supervisors were analyzed, Classroom Management (seating availaable, maintains effective class control), and Teaching Procedures (provision for mental arithmetic) received the greatest percentage of "Needs Improvemen."

Based upon the data collected and analyzed for this report the following recommendations are presented for consideration:

1. The district should consider developing strategies to provide the summer school experience to all students regardless of their Chapter 1 status.

2. The district should consider developing strategies to provide free meals to all students regardless of their economic status.

3. Adequate preparation and planning time should be provided.

4. All materials should be delivered prior to the opening of the program.

5. Greater emphasis should be placed on student attendance, classroom management and teaching procedures during the summer program.

Evaluator: **Charmaine Johnson**

PROGRAM FACTS

Name of Program :	"Who Said I Can't" Tutorial Program
Funding Year :	1990-91
Purpose of Program :	To provide English/reading, and mathematics tutoring.
Features of Program :	Students attend each class once a week. Diagnostic testing is used to identify skills that require remediation. Teachers assist students with homework in reading and mathematics
Funding Source :	Chapter 1, ESSIA
Funding Level :	A component of the Chapter 1 funded remedial reading and mathematics component.
Number and Level of Participants :	22 Grade 6 14 Grade 7 15 Grade 8
Number and Level of Schools in Program :	1 Middle School Grades 6, 7, and 8
Staffing Pattern :	5 reading teachers 2 mathematics teachers 1 director
Instructional Time :	1 1/2 hours daily
Equipment and Materials :	Appropriate instructional materials
First Year Funded :	1977
Name of School :	Webber Middle School

"WHO SAID I CAN'T" TUTORIAL PROGRAM
1990-91

Executive Summary

Purpose and Features of the Program

The "Who Said I Can't" program was designed to provide tutoring in mathematics and reading to sixth, seventh and eighth grade students at Webber Middle School.

Students are selected from a listing of students who are eligible for Chapter 1 services. Additionally, the students who are selected must also have good attendance as well as their parents' consent.

Methodology

The California Achievement Tests in reading and mathematics are used to measure project students achievement. Project success was defined as participants' performing significantly better in reading and mathematics than a randomly selected comparison group of same grade non-project Chapter 1 students from the same school.

Tutorial teachers were surveyed to obtain their impressions of project students' performance in mathematics and reading skills.

Findings and Recommendations

A comparison of the mean normal curve equivalent scores in reading and mathematics indicate no statistically significant differences in reading or mathematics. For all project Grades 6, 7 and 8 reading and mathematics none of the t-values is statistically significant at the .05 level. The 1989-90 school year comparison of the reading and mathematics scores indicated statistically significant difference in Grade 6 for mathematics.

Teachers' assessment of project students for 1990-91 indicate an increase in the percent of ratings in the satisfactory category. More than eighty percent (80%) of the project students at each grade level (6, 7 and 8) were rated satisfactory in reading and mathematics.

An evaluation of teaching materials and methods should be reviewed and possibly updated to ensure that project students who achievement as reflected in Detroit Public Schools standardized test.

Evaluator: **Doris J. Hodge**

Non-Chapter 1 Programs

PROGRAM FACTS

Name of Program : Even Start

Funding Year : 1990-91

Purpose of Program : Even Start attempts to promote literacy among families with young children (aged 1-7) in need of support in parenting and educational skills.

Features of Program : Even Start provides a year-round program for parents and children including home visits, ESL/ABE/GED classes, infant toddler care, and field trips.

Funding Source : U. S. Department of Education, Elementary and Secondary Education Act, as amended

Funding Level : $221,404

Number and Level of Participants : 66 families during school year
20 additional families during summer

Number and Level of Schools in Program : One elementary school houses the program. Participants are from three adjacent elementary school attendance areas.

Staffing Pattern : 2 early childhood teachers
2 educational technicians
1 paraprofessional
1 lunch room aide
1 granny
2 adult education teachers (in kind)

Instructional Time : Three half-days on site for each of two groups (AM or PM) during school year, two during summer; one day for field trips; one day for home visits to participating families.

Equipment and Materials : One classroom equipped and modified so as to meet license requirements as a preschool/day-care center, one classroom for adults, lending library books.

First Year Funded : 1989-90

Names of Schools : Program activities took place at Webster. Participating families resided in Webster, Maybury, and McKinstry attendance areas.

DETROIT'S EVEN START PROGRAM
1990-91

Executive Summary

Purpose and Features of the Program

The goal of Even Start is to provide intergenerational education to families which will result in increased literacy for parents and improved educational outcomes for children. Families from three Chapter 1 school attendance areas (Webster, McKinstry, and Maybury) are eligible to participate. The year-round program operated an infant/toddler center at Webster and offered adult education classes in ESL, and ABE/GED to two groups of parents. An outreach team provided in-home instruction for participating families. Two groups of families alternated participation in these two types of activities, Monday through Wednesday mornings or afternoons during the school year and Monday/Wednesday or Tuesday/Thursday mornings during the summer. On Thursdays, staff made home visits to families and on Fridays, workshops and field trip activities were provided. Staff included two early childhood teachers, two educational technicians, one granny, two adult education teachers (provided as in kind service by Detroit Public Schools),one paraprofessional, and one lunch room aide.

Methodology

The purpose of this local evaluation of Detroit's Even Start Program is to document the activities that took place during the second year of implementation (the formative evaluation) and to determine if the local outcome objectives were met (summative evaluation). The seven formative objectives were assessed using information provided by the teacher coordinator to describe program activities. For the three summative evaluation objectives, test scores for adults and children enrolled in Even Start were analyzed using descriptive statistics and t-tests.

Findings and Recommendations

The seven formative objectives of the Even Start were achieved, but the three summative objectives were not. The seven formative objectives included the enrollment of 50 families in the program, parent participation in ESL and/or ABE classes, home visits conducted by project staff, enrollment of very young children from these families in the infant/toddler center, parents and children participating in structured parenting activities, use of the Even Start library books by participating families, and participation in workshops and field trips. The three summative objectives involved improved reading achievement for parents and improved vocabulary and school readiness for children. This discrepancy in results may be due to the lack of available data on program participants.

It was strongly recommended that an administrator be assigned direct and day to day responsibility for Even Start in the District. This assignment, which has not occurred over the first two years of program implementation, would go a long way toward broadening the scope of the program in terms of the families served, improve the quantity and the quality of the data provided for evaluation of the program, and broaden the participation of families in other related programs already in place in the district.

Evaluator: JoAnne E. Moore

PROGRAM FACTS

Name of Program : Follow-Up Study of 1989 Graduates

Funding Year : 1990-91

Purpose of Program : Determine the graduates' current statuses; tabulate their perceptions of their high school experiences; aggregate the information generated for use in educational planning; and by doing so, fulfill the recommendations of North Central and other educational associations to conduct such studies.

Features of Program : Questionnaires were mailed in mid-November (1990) to all students listed as having completed high school in 1989. A second mailing took place the following month which targeted graduates who had not responded in the first wave. A file of demographic and achievement information was extracted from the district's data base. These data were used in the analysis of graduates' responses.

Funding Source : Detroit Public Schools

Funding Level : Approximately $12,600

Number and Level of Participants : 7395 questionnaires were mailed to the graduates in the first wave, and approximately 6500 in the second wave. A total of 1687 usable questionnaires were returned.

Number and Level of Schools in Program : All Detroit comprehensive high schools and special schools, as appropriate.

Staff Pattern : Does not apply

Instructional Time : Does not apply

Equipment and Materials : Does not apply

First Year Funding : As early as 1944, the district's Guidance and Counseling Department surveyed high school seniors regarding their future plans. The first city-wide follow-up study of graduates was conducted for 1977 graduates. In 1989-90, the Office of Research, Evaluation and Testing began conducting the annual survey.

FOLLOW-UP STUDY OF 1989 GRADUATES

EXECUTIVE SUMMARY

Purpose and Features of the Program

This study of 1989 graduates represents the second year that the Office of Research, Evaluation and Testing has conducted a follow-up survey of Detroit's public high school graduates. This effort is a continuation of survey activities begun in 1944. Objectives of this study were to establish the occupational status of the graduates during a one month time sample, i.e., November, 1990--approximately 16 months following graduation, to collect the graduates' perceptions in retrospect of their high school experiences, and record their postsecondary educational experiences that would be useful in educational planning; and to fulfill the recommendations of the North Central Association of Secondary Schools and Colleges and of other groups which deem studies of this character to be important.

Methodology

To be considered a member of the 1989 high school graduating class, a student whose record is listed on the data base file had to satisfy four selection criteria that included a graduation code, a grade code range, a year-of-birth range, and enrollment in a high school facility or program. The 7395 students whose records met these criteria became the sample of graduates that was surveyed. Questionnaires were mailed to these graduates in mid-November. A second wave of approximately 6500 instruments was mailed a month later. A total of 1687 graduates (23%) returned useable questionnaires. The responses therein constitute the basis for the various response frequencies presented in this report.

In addition to name and address, the address label carried the graduate's student identification (ID) number and high school code number. This latter datum allowed for cross-tabulations of survey data with schools attended to be generated. The former provided access to a number of demographic student descriptors, allowing for further bivariate analyses. The removal of the address label by six respondents from their respective questionnaires reduced the number of cases to 1681 where school attended was used in a tabular display. Keypunching errors on fifteen student identification numbers further reduced the number of cases to 1661 for analyses involving student demographic characteristics, e.g., gender.

The caveat expressed in the 1988 graduates follow-up report applies to this study of 1989 graduates, to whit, the reported findings must be understood to reflect the attitudes and experiences of those graduates who responded with useable questionnaires, and secondly, the respondents are not a representative sample of the graduates. Sufficient evidence was presented in the body of the report to warrant this conclusion.

Findings

Over seventy percent of the respondents said they had been in the college preparatory curriculum. Just under a third had participated in a co-op program, and one in five had availed him/herself of programs offered at one of the vocational/technical centers.

One in five felt that English was the one school subject that had helped them the most in their present situation, with slightly lesser proportions identifying business education or mathematics. When asked what school subject they would have liked to have taken more of, one-fourth chose computer courses, but fewer picked business education (15%) or mathematics (14%). Almost half would have liked their high school to help them more in study habits; one-third selected planning for college or a job. Asked to select one extra-curricular activity that has been most valuable, 18% selected athletics; 15%, career clubs; 10% music. One-third did not participate in extra-curricular activities. Between approximately half and two-thirds agreed that their high school provided information about career options; taught them how to complete job applications, taught them interviewing skills, and the importance of getting along with others; and involved them in a Career Day or Job Fair. Better than two-fifths said they were provided general job preparation skills and were taught the value of work.

The overwhelming majority of the respondents continued their education beyond high school. Seven out of ten were enrolled full-time or part-time in a postsecondary school. Some had completed short-term programs. Only one in ten did not further his/her education. Of those who did go on to postsecondary schooling, sixty percent did so at a 4-year college or university. Eighty percent of the students received some form of scholarship or financial aid. The most frequently cited by those in receipt of financial assistance were the Pell Grant (by 80% of the students), student loans (by 42%) and college work study (by 30%).

One hundred seventy-six schools, colleges, institutes, training centers, vocational schools, and universities were identified as places where 1282 of the respondents continued their education and/or training. Over half of these facilities were located out-of-state and were attended by one-fifth of the students. Just under half of these out-of-state schools were traditionally black institutions that were attended by three-fourths of the respondents enrolled in out-of-state schools. However, a significant majority, four-fifths of all respondents in postsecondary educational programs, attend or attended schools in Michigan. The largest percentage of students attending any one school was 15% at Wayne State University, followed by 11% attending Wayne County Community College and 9% attending Michigan State University. Among out-of-state schools, Central State University in Ohio and Alabama State University each had 7% of the student enrollment. Tuskegee University followed with 6%.

Over ninety percent of the respondents had held a job at sometime following graduation. During the month of November, 1990, just under two-thirds were employed full- or part-time, but a majority of those not employed in November, 1990, were going to school. Two-fifths of the employed worked in Detroit, and just over one-fourth were working in the tri-county area beyond Detroit. Almost two-thirds were paid no more than $5.00 per hour. Some 70 job groupings were developed to categorize and describe the many jobs reported, with high concentrations of respondents working as cashiers (12%), clerks (11%), sales clerks (9%) and student assistants (9%).

Two percent reported being married; 13% were parents. The oldest child for one-fifth of the parents was over two years old. Four percent of the respondents were in the military service full-time.

Recommendations

1. The administration at each high school and special program should inform itself and the staff of the findings in this report, both city-wide and those pertaining to their school's graduates. It is important for the staff to be apprised of the respondents' perceptions of their high school experiences, and their postsecondary school and job experiences. The findings should provide information from which school-specific recommendations and implementation plans could be developed.

2. Efforts to recruit both females and males for the programs offered by the vocational/technical centers and the co-op programs should be continued with attention paid to possible gender bias in program selection.

3. Since the follow-up study of the 1982 graduates, the response rate for these seven surveys has averaged twenty-eight percent. However large this may be as the proportion of graduates responding, evidence suggests the respondents as a group have differed enough from the graduate sample so as to cast doubts on the representativeness of the respondents vis-a-vis the graduates. Thus, the finding in each survey cannot be used to draw inference beyond the respondents per se. In order to make inferences to the entire graduating class with reasonable confidence, it appears that there is a need to modify the methodology now in place.

Evaluator: Denny Stavros

PROGRAM FACTS

Name of Program	:	Detroit's High Intensity Preschool Program for Bilingual Youth
Funding Year	:	1990-91
Purpose of Program	:	This program is designed to meet the needs of limited-English speaking preschoolers and young children who are facing their first formal educational experiences.
Features of Program	:	Detroit's High Intensity Preschool Program for Bilingual Youth offers: Two program sites for preschool students whose dominant languages are Spanish, Arabic/Chaldean, and English; in-service training for the staff; in-service training for the parents of the preschool students; and parental involvement in the classroom.
Funding Source	:	Elementary and Secondary Educational Act as amended by PL100-297, Bilingual Education Program
Funding Level	:	$208,829.00
Number and Level of Participants	:	60 students - 3 and 4 years old
Number and Level of Schools in Program	:	Two (2) elementary schools
Staffing Pattern	:	1 project Coordinator 2 Bilingual Preschool Teachers 2 Bilingual Preschool School Service Assistants
Instructional Time	:	Two and one- half hours per day, four days per week per class; each teacher has two classes
Equipment and Materials	:	Preschool bilingual materials and equipment in each site.
First Year Funded	:	1986-87
Names of Schools	:	Maybury, and Greenfield Union
Project Director	:	Dr. Felix Valbuena

DETROIT'S HIGH INTENSITY PRESCHOOL PROGRAM FOR BILINGUAL YOUTH
1990-91

Executive Summary

Purpose and Features of the Program

Detroit's High Intensity Preschool Program for Bilingual Youth was designed to meet the needs of Limited English Proficient (LEP) three and four year old students with the emphasis primarily on four-year-old students. Parenting skills classes and staff in-service training were also included.

The program consisted of two half-day sessions, an A.M. class and a P.M. class, four days per week. Each classroom was staffed by a bilingual teacher endorsed in bilingual and early childhood education. The teacher was fluent in English and the language spoken by the majority of the LEP students. In addition, the teacher was assisted by a bilingual paraprofessional.

Methodology

A control group of 33 bilingual preschoolers deemed comparable to participating students was selected from two non-participating elementary schools. These students' pre and post Brigance Preschool Screen scores and attendance data were compared with corresponding data for 54 students in the Detroit's High Intensity Preschool Program for Bilingual Youth. In addition, IDEA/IPT-Oral Language Proficiency Test data were collected from the control and experimental groups.

Finally, perception instruments were used containing items related to the perceptions held by the staff, school service assistants and parents of the Detroit's High Intensity Preschool Program for Bilingual Youth.

Findings and Recommendations

1. The product objective for Brigance Preschool Screen was met.
2. The product objective for IDEA/IPT Oral Language Proficiency Tests was met.
3. The product objective for attendance was met.
4. The product objective for parents volunteer services to the school was met.

5. The product objective for Effective Parenting Skills was met.

6. Process objectives for High/Scope in-service, staff and parents perceptions regarding the program and in-service training sessions were met.

A review of 1987-88 data indicate that IDEA/IPT, Cooperative Preschool Inventory and Attendance objectives were not met. However, effective parenting skills, staff and parents' in-service training, and staff and parents views of the program objectives were met.

A review of 1988-89 data indicates that IDEA/IPT, Cooperative Preschool Inventory objectives were met. However, the attendance objective was not met. Effective parenting skills, staff and parents' in-service training, staff and parents' perceptions of the program objectives were met.

A review of last year's 1989-90 data indicates that IDEA/IPT objectives were met. However, the Brigance Preschool Screen and attendance were not met. Effective parenting skills, parents' volunteer service, staff and parents' in-service, staff and parents' perceptions of the program objectives were met.

Recommendations based on the data presented in this study include:

1. Efforts should be made to make local administrators knowledgeable about the philosophy and focus of the High/Scope Curriculum.

2. Efforts should be made to continue to focus on the parents as volunteers and active participants in the school setting.

3. Efforts should be made to continue some bilingual preschool classrooms, specifically in Areas A and C because of the large numbers of non-English speaking students.

4. The high absenteeism of preschool students should be studied and analyzed as to why students are absent so many days.

Evaluator: **Mike Syropoulos**

PROGRAM FACTS

Name of Program : High School Computer Applications Program (CAP)

Funding Year : 1990-91

Purpose of Program : To provide high school students with a one-semester course in computer applications and produce computer literate graduates.

Features of Program : All high school students enrolled at comprehensive high schools are required to take this course or an equivalent in Grades 10 through 12. The curriculum for the course includes telecommunications, word processing, databases, graphics, spreadsheets, social implications, futuristics, programing, and computer skills for survival and problem solving.

Funding Source : Board of Education

Funding Level : $184,020

Number and Level of Participants : 7,737 high school students

Staffing Pattern : One computer consultant serves as coordinator at the central office level. Each lab is staffed with a trained CAP Specialist.

Instructional Time : One class period, 5 days per week for one semester

Equipment and Materials : Each of the comprehensive high schools has at least one program-supported microcomputer lab which contains at least 15 microcomputers (IBM compatible, MacIntosh, CPM, or Apple IIe), four printers, software and materials, modems and phone lines. An extensive curriculum guide, revised in 1987, is also provided.

First Year Funded : 1985-86

Names of Schools : All comprehensive high schools

Coordinator : George Louie

HIGH SCHOOL COMPUTER APPLICATIONS PROGRAM (C.A.P.)
1990-91

Executive Summary

Purpose and Features of the Program

The C.A.P. program's goal is to produce students who can use the computer as a tool and who can write and analyze computer programs. In order to achieve this goal, a one-semester course is offered to students beginning in Grade 10. The curriculum for the course includes telecommunications; word processing; constructing and modifying spreadsheets; constructing and modifying database and graphics; social implications; futuristics; programing; and computer skills for survival and problem solving.

Each of the comprehensive high schools has at least one program-supported microcomputer lab with one of four types of microcomputer (Apple IIe, MS-DOS IBM compatible, CPM, or Apple McIntosh), printers, software, modems, and phone lines. The course is taught by trained teacher specialists. Students receive credit toward high school graduation for the course. A local school C.A.P. coordinator serves as a liaison between the central office coordinator and the local school teachers. Monthly training meetings are held for coordinators. Coordinators have no released time to provide services. They have a full CAP teaching load. An extensive curriculum guide, written in 1986, was completely revised in 1987.

Methodology

Results of students' performance on the C.A.P. end-of-term test were collected from C.A.P. teachers at the end of each semester. Data were aggregated across classrooms, schools and semesters in order to determine the proportion of students attaining mastery on the test.

Findings and Recommendations

During 1990-91, 7,011 students were reported by local schools to be enrolled in CAP. Finney did not submit data for either the fall or spring semester. Kettering, Mackenzie, Renaissance, Southwestern, and Western did not submit data for the fall semester. Therefore, students enrolled at these schools during the semesters indicated were not included in the analysis. Of the 7,737 students reported enrolled, 7,011 (91 percent) were tested. Over 71 percent (5,005 or 71.4 percent) of those students passed the end-of-term test (i.e., attained a score of 65 percent correct). Therefore, the objective of 80 percent passing was not achieved for the fourth consecutive year. Additional information concerning which schools had CAP coordinators this year was not available or provided to the evaluator.

Recommendations included additional efforts to test all students enrolled in CAP and a mechanism to obtain correct information from all participating schools in a timely manner, and a need to further investigate possible causes for the drop in the proportion of students passing the end of term test, perhaps including a thorough review of the instructional strategies utilized by CAP teachers.

Evaluator: JoAnne E. Moore

PROGRAM FACTS

Name of Program	:	The Detroit Indian Educational and Cultural Center Project
Funding Year	:	1990-91
Purpose of Program	:	To assist Native American students with their cultural awareness and educational achievement.
Features of Program	:	Participants are provided with activities to develop cultural awareness. In addition, students are provided with tutorial instruction in reading and mathematics. The project also provides transportation, clothing, and counseling for students in need of these services.
Funding Source	:	Title IV-A, Indian Education Act
Funding Level	:	$179,667
Number and Level of Participants	:	Eighty-eight students grades K-12
Number and Level of Schools in Program	:	The project is housed at Pelham School
Staffing Pattern	:	1 Teacher-In-Charge, Director 1 Special Instructor 2 Secretaries 4 College Tutors 6 Secondary Student Tutors 6 Saturday Consultants
Instructional Time	:	5 hours on selected Saturdays at the Pelham School and home tutoring
Equipment and Materials	:	The media center maintained at Pelham School for the project participants contains Indian books, films, records, tapes, and Indian artifacts.
First Year Funded	:	1973

THE DETROIT INDIAN EDUCATIONAL AND CULTURAL CENTER
1990-91

Executive Summary

Purpose and Features of the Program

The purposes of the Detroit Indian Educational and Cultural Center Project are to provide support service to the Indian student population, increase Indian self-awareness, and to assist students in their cultural and educational achievement. Students attend cultural awareness and academic instruction sessions on selected Saturdays during the year. Consultants provide cultural experiences at the Saturday sessions. Additionally, students are provided with home tutoring throughout the school year. Finally, the students are provided with summer activities.

Methodology

The pre- and posttest results of reading and mathematics tests, administered as part of citywide testing, were analyzed to measure achievement gains. The results of an Indian history and culture test, which was developed and administered by the project staff, were analyzed. Finally, project participant school enrollment data were analyzed to determine the projects retention effectiveness.

Findings and Recommendations

The Detroit Indian Educational and Cultural Center provided support services to eighty-eight Indian students during the 1990-91 school year.

Project students' performance on reading tests did not meet the objective criteria set by the project which was that fifty percent of the students scoring below grade level on the pretest would achieve one month of growth in reading for each month in the program. Additionally, the objective criteria in mathematics that fifty-five percent of the students scoring below grade level on the mathematics pretest would achieve one month of growth in mathematics for each month in the project was not met. Forty-one percent of the project participants gained one month for each month of participation in reading and forty-eight percent of the participants gained one month for each month of the program in mathematics.

Data related to a cultural test was not available. As a result no statement can be made as to the attainment status of the objective that the participants in the project would achieve a score of 70% or better on an Indian History and Cultural Test.

Finally, at the end of the 1990-91 school year ninety-seven percent of the project participants were still officially enrolled in the Detroit Public Schools. This data indicates that objective four of the project, that students would remain in school, was achieved.

Evaluation data indicated that the Detroit Indian Educational and Cultural Center provided significant services to participants and their parents during the 1990-91 school year and that one of the four objectives of the project was achieved.

The following recommendations are made based upon the findings of this report.

1. The project should be continued with emphasis on cultural activities, academic tutoring, and social services.
2. Project staff in collaboration with the Research, Evaluation, and Testing Department, should review the project history and culture test and revise and improve it for the 1991-92 school year.
3. Emphasis should continue on keeping the Native students enrolled in school.

Evaluator: Karen E. Sevigny

PROGRAM FACTS

Name of Program : Michigan Early Childhood Education (MECE) Program

Funding Year : 1990-91

Purpose of Program : To improve the readiness and subsequent achievement of children who are "at risk".

Features of Program : The Michigan Early Childhood Education (MECE) Program provides activities to meet the intellectual, social, emotional, physical, and cultural needs of four-year-old "at risk" children. One day of the week is utilized for parent involvement, staff planning or training and development.

Funding Source : Section 36 of Public Act 128 of 1987 State School Aid Bill

Funding Level : $4,132,500

Number and Level of Participants : Approximately 1,800 four-year-olds

Number and Level of Schools in Program : 61 Elementary Schools

Staffing Pattern :
59 Teachers
61 School Service Assistants
1 Secretaries
1 Work Study Assistant
1 Evaluator

Instructional Time : Children are participants in sessions of at least 2½ hours of teacher/child interaction per day four days a week.

Equipment and Materials : Classrooms are equipped with furniture, materials, and supplies which are developmentally appropriatefor four-year-olds. The classrooms are arranged into centers which provide individual and small group learning experiences.

First Year Funded : 1988-89

MICHIGAN EARLY CHILDHOOD EDUCATION PROGRAM
ANNUAL EVALUATION
1990-91

Executive Summary

Purpose and Features of the Program

The State of Michigan for the first time included in the 1987 State School Aid Bill funds to support an Early Childhood Education Program. The program was designed to serve four-year-old children who were "at risk" of becoming educationally disadvantaged and "who may have extraordinary need of special assistance." The purpose of the program was to establish or expand programs designed to improve the readiness and subsequent achievement of children "at risk." The program was to provide sessions of at least two and one-half hours of teacher/child interaction per day four days per week. The fifth day of the week was to be utilized for staff training and parent training. In addition, the program required a minimum of two staff/parent conferences and two home visits spread over the period of the project year.

Methodology

Evaluation of the education component of the Early Childhood Program involved the collection and analysis of the pre- and posttest results of the Brigance Screen for Four-Year-Olds. In addition, the attendance of the participants was collected to determine if a regular pattern of school attendance was being established. Parent involvement was mandated for the program. Data were collected related to the parents' attendance and participation in the monthly meetings. Data were also collected to determine the amount of staff training provided by the program. Finally, a sample group of MECE participants were selected for comparison with a group of beginning kindergarten students who had not participated in a preschool program.

Findings and Recommendations

Brigance pre- and posttest scores, collected for the 1990-91 school year, indicated that children who participated in the MECE program improved their skills while in the program. The average growth of the students was 36.3 points on the Brigance Preschool Screen.

The number of schools providing a MECE program in the district increased from fifty-seven in 1989-90 to sixty-one in 1990-91.

The attendance of the MECE participants, when compared to 1989-90, improved in 1990-91.

Children who were provided with a MECE preschool experience were selected for the 1991-92 Extended Day Kindergarten Program with less frequency than students who did not attend preschool. These results indicate that the MECE students were more ready for kindergarten than students who did not attend preschool.

Staff was provided with the opportunity to participate in workshops and other activities to develop their skills and knowledge related to early childhood education.

Based upon the data which were collected for this evaluation the following recommendations are made.

1. The program should be continued and if possible expanded.
2. The sample groups of students, experimental and control, should be included in the MECE longitudinal study being conducted by the district.
3. Efforts should continue in 1991-92 to improve student attendance.

Evaluator: Karen E. Sevigny

PROGRAM FACTS

Name of Program :	Michigan Early Childhood Education (MECE) Program (Longitudinal Effects Study)
Purpose of Program :	The Michigan Early Childhood Education (MECE) Program was designed to provide activities to meet the intellectual, social, emotional, physical, and cultural needs of four-year-old "at risk" children. Children are provided with four half-days of instruction delivered by a certified teacher with the assistance of a full-time school service assistant. Class size is limited to eighteen to provide an adult child ratio of one to nine. The fifth day of the week is utilized for parent involvement, home visits, planning, and staff development. The services of curriculum supervisors, a social worker, a health coordinator, and a work study assistant are also provided for the students, the families, and the staff.
Funding Source :	Section 36 of Public Act 128 of 1987 State School Aid Bill
First Year Funded :	1988-89

Number of Centers, Number of Participants, and Level of Funding

Year	Number of Centers	Number of Participants	Funding Level	Budgeted Amount Per Participants
1988-89	56	1,509	$3,286,000	$2,182
1989-90	57	1,519	3,719,250	2,448
Two Year Total		3,028	$7,005,250	$2,313

LONGITUDINAL EFFECTS OF THE MICHIGAN EARLY CHILDHOOD EDUCATION (MECE) PROGRAM

1989-90 through 1990-91

Executive Summary

Purpose and Features of the Program

In 1987 the State of Michigan for the first time included in the State School Aid Bill funds to support an Early Childhood Education Program. The program, modeled after Head Start, was designed to serve four-year-old children who are "at risk" of becoming educationally disadvantaged and "who may have extraordinary need of special assistance."

The purpose of the funds was to establish or expand programs designed to improve the readiness and subsequent achievement of children "at risk." The programs are to provide sessions of at least two and one-half hours of teacher/child interaction per day four days per week. The fifth day of the week is to be utilized for staff training and parent participation. In addition a minimum of two staff/parent conferences and two home visits are to be conducted during the project year.

Finally, in addition to instruction, services are to be provided to the students and their families by support staff. Staff support includes social workers, health coordinators, and curriculum supervisors.

Methodology

The purpose of this evaluation is to determine if any long-range effects result from participation in a Michigan Early Childhood Education (MECE) Program. In 1988-89 a group of students, who attended a MECE Program, was selected randomly as an experimental group for this study. In addition a control group of students, who were not participants in a preschool program, was selected for comparison purposes. These two groups are referred to as the Phase A students. In 1989-90 two more groups were selected, a MECE group and a non-preschool group. These additional groups are referred to as the Phase B groups. This evaluation report is the second in a series of reports which will follow these children, and subsequent groups randomly selected each year, through their elementary school experiences. This second report includes analyses of the Phase A and Phase B experimental and control groups' California Achievement Test scale scores, progress report and report card marks, selection for compensatory education services, attendance, and retention rate.

Findings and Recommendations

The following conclusions and recommendations are presented for consideration based upon the data collected and analyzed for this evaluation report.

1. The MECE longitudinal study should be continued. The Phase A and B groups, included in the report, should be followed through elementary school and additional groups should be included for Phases C-E.

2. Results of analyses of achievement test scores indicated that in kindergarten and grade 1 there were no differences between the groups.

3. Results of analyses of progress report and report card marks indicated that in Phase B the experimental group had significantly better progress report marks in foundations for reading and mathematics than the control group. No other report card or progress report differences between the groups were significant.

4. Attendance data analyses in kindergarten and grade 1 indicated no significant differences between the groups.

5. Analyses of selection for compensatory education services indicated that for the Phase A and B experimental groups a significant difference existed in their favor related to the need for kindergarten compensatory services. These results indicate the MECE (experimental) students were more ready for kindergarten. Phase A, grade 1, selection for compensatory education service analysis indicated no difference between the experimental and control group.

6. Approximately the same number and percent of students from Phase A and B have left the school district.

7. The preschool students who are enrolled in the district should all have identification numbers. In addition, some indicator should be included to determine which preschool program service they received i.e., Head Start, Chapter 1 Preschool, or MECE. These data would facilitate longitudinal studies and assist in making determinations about preschool program effectiveness.

Evaluator: Karen E. Sevigny

PROGRAM FACTS

Name of Program : Midwest Talent Search

Funding Year : 1990-91

Purpose of Program : Identification of high ability seventh and eighth grade students in the areas of mathematics and/or verbal skills.

Features of Program : Seventh and eighth grade students with high abilities are identified through a two-step testing procedure using a standardized grade level test and the Scholastic Aptitude Test (SAT). An alternative selection process, teacher nomination, is also being utilized for non-traditional learners. Students who are identified using either procedure are then invited to participate in programs which include:

1. Saturday College Classes
2. Superintendent's Summer Institute
3. Advanced Studies Program - WSU
4. Dual Enrollment Program - WSU

Funding Source : Section 47, State Aid Act

Funding Level : $5,000

Number and Level of Participants : Approximately 200 seventh through twelfth graders, who have been identified, are provided with services during the school year.

Number and Level of Schools in Program : All Detroit Middle Schools are invited to refer students for participation in the Talent Search

Staffing Pattern : 1 Director, Gifted and Talent Education

Instructional Time : Students are invited to participate in the special activities provided by the program. Instructional time varies for participants.

Equipment and Materials : College level class material is provided.

First Year Funded : 1984-85

MIDWEST TALENT SEARCH
1990-91

Executive Summary

Purpose and Features of the Program

In 1971, Dr. Julian Stanley at the John Hopkins University began research on the identification and nurture of high ability junior high school age students. His work centered on the use of the Scholastic Aptitude Test to find those students with high level mathematical and verbal skills. His research found that the Scholastic Aptitude Test was an effective strategy to discern extraordinary abilities among junior high school students. The Midwest Talent Search is one replication of the Hopkins model and has operated through the School of Education at Northwestern University since 1981. Northwestern University provides services to eight states including Michigan.

The Detroit Public Schools have participated in the Midwest Talent Search for the past seven years to identify high ability seventh and eighth graders. Identification is completed through a two-step testing process. Students are first identified using the results of the district's testing program. Seventh and eighth graders, who scored at the 95th-99th percentile in either reading or mathematics on their sixth or seventh grade California Achievement Tests, are then invited to take the Scholastic Aptitude Test. An "alternative" nomination procedure was also adopted by the district to identify non-traditional learners in the seventh or eighth grade with high potential. Teachers nominate students who appear to have high potential but did not score at or above the ninety-fifth percentile on the California Achievement Tests. The high scoring and nominated students who take the Scholastic Aptitude Test, and score well, are then invited to participate in the following programs provided by the Detroit Public Schools:

1. Saturday College Classes at Wayne State University
2. Superintendent's Summer Institute at Northwestern High School
3. Advanced Studies Program Wayne State University
4. Dual Enrollment Program at Wayne State University

Methodology

This evaluation is a follow-up report of students who were identified for participation in the Midwest Talent Search. The follow-up is intended to determine if the students maintained, over time, the high level of achievement which identified them for the program. Included in the report are the grade point averages and test scores for those students who were invited to become participants in the Midwest Talent Search in 1985-86, 1986-87, 1987-88, 1988-89, 1989-90, and 1990-91. A comparison of the nominated students and the students selected as a result of their achievement scores is also included.

Findings and Recommendations

Students who are selected and participate in the Midwest Talent Search program continue to maintain their high level of achievement as they progress through school. Test score results and grade point averages indicate that these students continue to perform well above the average in school.

Based upon the data collected and analyzed for this report the following recommendations are presented for consideration.

1. The "alternative" nomination process should continue to be utilized. Students nominated are achieving at the same level on mathematics tests and are attaining the same grade point averages as students selected on the basis of their test scores. It could be concluded that the nomination process and the project activities have encouraged the students and as a result they are performing at a higher level.

2. The program should be continued. The process of selection and subsequent activities appear to encourage the students to maintain a high level of achievement.

3. A follow-up study of the Midwest Talent Search graduates should be conducted to determine their academic pursuits and employability potential.

Evaluator: Karen E. Sevigny

PROGRAM FACTS

Name of Program : Modified Enrichment Triad

Funding Year : 1990-91

Purpose of Program : Improve cognitive, affective, and social skills of students with academic or creative potential in Grades 2 through 6

Features of Program : Provide special training for teachers so that they can create a low-risk, cognitive complex environment to enhance the achievement of the identified students

Funding Source : Section 47.3 Gifted and Talented Education, Michigan Department of Education

Funding Level : $25,000

Number and Level of Participants :
160 Grade 2
250 Grade 3
270 Grade 4
230 Grade 5
65 Grade 6

Number and Level of Schools in Program : Seven elementary schools; Grades 2, 3, 4, 5 and 6

Staffing Pattern : Volunteer teaching staff identified by principal, Enrichment Triad Coordinator

Instructional Time : Daily

Equipment and Materials : High interest materials to enrich and accelerate regular curriculum

First Year Funded : 1985-86

Names of Schools : Atkinson, Bagley, Damon Keith, Neinas, Pitcher, Priest, Coleman A. Young

Project Coordinator : Bessie Duncan

MODIFIED ENRICHMENT TRIAD
1990-91

Executive Summary

Purpose and Features of the Program

The Detroit Public School System is in the process of building a district-wide comprehensive program to accommodate the needs of able learners. As part of that effort, a modification of Renzulli's Enrichment Triad Model was piloted in six elementary schools using cluster groupings of talent pool students in Grades 2 and 4 during the 1986-87 academic year. In the 1987-88 school year, four of the first group of pilot schools, designated as Phase I, began their second year of participation, and five additional schools, designated as Phase II were involved in the pilot effort for the first year of participation. Approximately 1000 students, identified as academically talented/creative and clustered in small groups, spend full time in a regular classroom. Teachers assigned to these classrooms with cluster groups were involved in on-going-staff development.

Methodology

The experimental group was comprised of clustered students from all participating schools in the project. Likewise, the control group was comprised of non-cluster students from all participating schools. Students' scores on the California Achievement Test which was administered in the spring of 1990 and 1991 formed the pre- and posttest measures. These measures were used to determine if cluster students performed significantly better in reading and mathematics than non-cluster students. Only students with valid pre- and posttest scores were included in the evaluation. A t-test was applied to determine the comparability of the experimental and control groups. The analysis of covariance test was used to determine the statistical significance of the data. Parent participation was assessed from logs which were maintained throughout the year.

Findings and Recommendations

Project students in Grades 2, 5 and 6 achieved CAT reading normal curve equivalent means which are statistically significant at the .05 level in favor of the experimental group. Grade 4 students achieved mathematics normal curve equivalent means which are statistically significant at the .05 level in favor of the experimental group. Projects students normal curve equivalent means which were not statistically significant at the .05 level include: Grades 2, 3, 5 and 6 in mathematics and Grades 3 and 4 in reading.

Parent involvement in all grades was higher than the previous project year. The total number of parents who could be involved was 950. The total number times parents actually participated was 922. Parent participation ranged from one hour to a series of hour-long sessions and included supervising special events and tutoring. The total number of parent involvement includes multiple participation of a parent.

Although parental involvement of project students has increased considerably from last year, the wording of the objective should be modified to reflect what is most feasible to assess. A review of teaching strategies and materials for reading and mathematics is recommended in order to impact the achievement of project students.

Evaluator: Doris J. Hodge

PROGRAM FACTS

Name of Program : Detroit Quality Education Plan Mentoring Program

Funding Year : 1990-91

Purpose of Program : To provide assistance to low performing Grade 3-5 students by providing the services of adult mentors.

Features of Program : Students with academic, discipline and or attendance problems were selected by their teachers to participate in the program. Screening of new mentors was handled by schools and the Detroit Compact Office. Mentors were to be given the opportunity to participate in the design of each school's program.

Funding Source : Board

Funding Level : $106,800

Number and Level of Participants : 386 students in Grades 3-5

Number and Level of Schools in Program : Six elementary schools, one each in Areas A-E

Staffing Pattern : .5 FTE (School Mentoring Coordinator)
229 Mentors

Instructional Time : Varied by school and mentor.

Equipment and Materials : Varied by school; in general, paper supplies for students including reading workbooks and ethnic heritage materials, mentor training packages, end-of-year recognition awards.

First Year Funded : 1990-91

Names of Schools : Brady, Courville, Higgins, Hosmer, McKenny, Woodward

Administrative Responsibility : Eddie Green, Area E Superintendent; area support provided by School Community Relations Administrators

THE DETROIT QUALITY EDUCATION PLAN
MENTORING PROGRAM
1990-91

Executive Summary

Purpose and Features of the Program

The mentoring program was to provide one-to-one, small group, large group or classroom contact between pupils and volunteer adults on a regular, sustained basis for the purpose of improving one or more school behaviors. Mentors were asked to provide a minimum of two hours support each week. Approximately 600 students were to be served. Mentors were to be given the opportunity to participate in the development of the school's mentoring program; mentors and school staff were to collaborate to decide group size, subjects to be taught, etc. Local schools, area offices, and, when necessary the Detroit Compact Office, screened mentors.

Methodology

Survey data were collected from the following groups of individuals during the spring and summer of 1991: Area Directors (School Community Administrators); Principals; School; Mentoring Coordinators (Teachers); School Mentoring Teams (composed of teachers, parents, community/business -- 6-8 people per team); Classroom teachers who had one or more students participating in the program; Mentors; Students.

Survey questions focused on the effectiveness of the mentoring program for students as well as operational concerns between teacher/mentor; school/mentor; student/mentor, and home/mentor. Other data collected included the number of mentors, number of hours served, level of satisfaction of participants, needed supports, use of resources and ways of engaging parents and community. School and student test results were collected from the Office of Research, Evaluation and Testing Test History File. These were collected for use as baseline data only. Student demographic data from the district's Student Information System were also obtained.

Findings and Recommendations

Six schools provide Detroit Quality Education Plan (DQEP) mentoring programs during the 1990-91 school year. These six schools reported providing services to a total of 386 students. The numbers of students involved in the program at schools ranged from the low 30's to nearly 90. Schools reported that a total of 229 mentors participated in the program ranging from a low of 21 at one school to a high of 69 at another school.

The majority of school staff felt that they could not assess program effectiveness because the program was "too new" or because they "didn't know enough about the program." Responses indicate that school staff felt that attendance was the variable which would be most positively affected by the Mentoring Program. This varies from responses of parents; parents felt that attendance was the variable least likely to be affected (40 percent). Mentors indicated that they made the difference by affecting student attitudes (31 percent) and behavior (30 percent) followed by academic achievement (24 percent) and attendance (20 percent).

Responding school staff indicated that mentors were highly qualified and had excellent relationships with students, parents and school staff. Staff commented that negative aspects of the program included the limited number of grade levels included in the program; not enough time; too much paper work; and coordination between the classroom and the program. One individual commented, "Another pull-out program."

Students enjoyed being with their mentors (96 percent) and would like to see their mentors next year (91 percent). Students were most likely to report having received help in reading from their mentors (77 percent), less likely to report having received assistance in mathematics (55 percent) and least likely to report having had stories read to them (35 percent). Mentors reported that they most frequently provided instruction in reading skills (33 percent) followed by mathematics skills (26 percent) and counseling (15 percent).

Home visits from mentors were reported by 10 percent of the students. Fifty-two percent of the mentors indicated having met with the parents of students. Thirty-five percent of the parent respondents indicated having met with their childs' mentor. Nineteen percent of the parents indicated that their child had seen the mentor outside of school hours. Overall, 31 percent of the responding mentors indicated having had outside contact. This ranged from a high of 62 percent at one school to a low of 14 percent at another school. Parents and children discussed the mentoring program (86 percent of respondents so reporting).

Based on survey responses, mentors were most likely to be female (53 percent). When gender and racial/ethnic groups are combined, the mentors were most likely to be African American males (35 percent) or African American females (31 percent) followed by white females (18 percent) and white males (13 percent). Mentors were most likely to be 26-35 years of age (36 percent) or 46-55 years of age (20 percent).

The majority of mentors (77 percent) reported visiting the schools on a weekly basis. The size of the student groups most commonly served by mentors was one student (36 percent) or four to five students (29 percent) followed by "full class or more" (16 percent). By school, reports of serving one student at a time ranged from 96 percent at one school to zero at another. Mentors were most likely to have seen their mentees from six to seven times during the year (38 percent) or twelve or more times during the year (35 percent).

Very few mentors (4 percent) felt that parents were not receptive to meeting with them. The remaining respondents either said that parents were receptive (54 percent) or that they "didn't know" (44 percent). Mentors indicated that the schools had made appropriate space accommodations for the program (86 percent) and that the overall program was "great"

(92 percent). Provisions made by the schools for mentors' were rated highest for, "space to work," (86 percent), "space for belongings" (72 percent), and "overall cooperation (92 percent). Provisions made by the schools were rated lowest for "training" (34 percent) "coordination with classroom teachers," (43 percent) and "notification of schedule changes" (65 percent).

Sixteen percent of the mentors indicated having received no training for mentoring. When asked to rate the extent to which the school made provisions for a number of variables, training received the lowest percent of respondents answering "great." Thirty-four percent of the mentors indicated that the schools had made "great" provisions for their training. In written comments, mentors mentioned the need for additional training in basic skills instruction, meeting childrens' affective needs, and the role of the mentor. Mentors' written comments indicate that they derived deep personal satisfaction from their work with children in the Mentoring Program.

The picture which emerges from the 1990-91 program review is one of a centrally funded program which is implemented in a variety of ways in six of the district's schools. Variety exists in the provision of training to mentors, coordination with the overall school program, mentors' contacts with parents and classroom teachers, the focus of mentoring services, and the amount of contact between mentors and students outside of the school day. Size of student groups served also varies from school to school. In one school, 93 percent of the mentor respondents indicated working one-to-one with students while in another school, 75 percent of the respondents indicated working with "full class or more." These programmatic differences mean that the major variable being assessed in an evaluation of the Mentoring Program is "having adults from the community and business sector come into the schools to provide service to students." The reader is cautioned that evaluation of a program that has one variable in common across six schools is a precarious undertaking. Evaluation results may well be more reflective of the creativity and ingenuity that school staff bring to bear on all school programs, including the Mentoring Program. It is recommended that future product evaluations of the mentoring program include a focus on the differences between programs in an effort to ascertain if different models of mentoring yield different results. One finding which clearly emerged from the 1990-91 program review is that, as with most volunteer efforts, the volunteers gained deep and sustained satisfaction from their work.

Recommendations based on the first year process evaluation are: Begin mentoring activities as early in the school year as possible; Provide opportunities for mentors to meet with other mentors to exchange ideas and techniques for working with children; Provide reading and mathematics skill-based training to mentors if they are to work with children in these areas; Provide counseling and classroom discipline techniques to mentors if they are to assume these responsibilities; Clearly define the role mentors are expected to play in the cognitive and affective development of children; Clearly define the role mentors are expected to play with students' parents; Communicate role definitions to all mentors, school staff, parents and students; Assure that students selected for the program are those in greatest need of mentoring services. California Achievement Test score data collected for baseline purposes seem to indicate that some schools are more successful in this effort than are other schools.

Prepared by: Linda Leddick

PROGRAM FACTS

Name of Program : Special Elementary Education by Discovery (SEED)

Funding Year : 1990-91

Purpose of Program : Improvement in students' attitudes toward school and learning as well as improvements in students' motivation and academic achievement levels. In addition, there is a staff development component for mathematics teachers.

Features of Program : Mathematics is presented through the use of a socratic group discovery format in which children discover mathematical concepts by answering a sequence of questions posed by the SEED instructor.

Funding Source : Section 47.3, Gifted and Talented Education, Michigan Department of Education

Funding Level : $57,000

Number and Level of Participants : Approximately 120 fourth and fifth grade students

Number and Level of Schools in Program : Four elementary schools

Staffing Pattern : One SEED consultant and the assigned teacher as an active participant

Instructional Time : One class period, four days a week

Equipment and Materials : Usual classroom equipment and materials

First Year Funded : 1985-86

Names of Schools : Law, Goodale, Priest and Ford Elementary Schools

Project Director : Bessie Duncan

THE PROJECT SEED PROGRAM
1990-91

Executive Summary

Purpose and Features of the Program

Project SEED (Special Elementary Education by Discovery) is a nationwide program in which professional mathematicians and scientists from major universities and research corporations teach abstract, conceptionally-oriented mathematics to full-sized classes of educationally disadvantged elementary school children on a daily basis as a supplement to their regular arithmetic program. The mathematics is presented through the use of a socratic group discovery format in which children discover mathematical concepts by answering a sequence of questions posed by the SEED instructor. The mathematical topics are to reinforce and improve the students' computational skills and to help them succeed in college preparatory mathematics courses at the secondary level.

The target population included two fourth grade classes in the Law and Goodale elementary schools, and two fifth grade classed in the Priest and George Ford elementary schools.

Methodology

The evaluation of the Special Elementary Education by Discovery Program (SEED) consisted of five parts. The first part was a study of the program's impact on SEED students' mathematics achievement compared to non-participating students in grades 4 and 5 in comparison schools. Pre-data were analyzed using t-test. When pre-data were not equivalent, analyses of covariance were used on post-data. The second part discusses the results of an Algebra Fun Questionnaire. The third part reports findings of a teacher questionnaire. The fourth part presents SEED class visitors' comments, and the fifth part reports the findings of the "Algebra Fun Final Test."

Findings and Recommendations

Although the grade 4 SEED group had a much higher score on the CAT mathematics test (65.82 NCEs) than the comparison group (45.15 NCEs), the difference between the scores was not statistically significant.

Grade 5 SEED group' posttest mathematics score (50.89 NCEs) was similar to the control group's score (50.72 NCEs) in the comparison school. The difference was not statistically significant.

The findings of the Algebra Fun Questionnaire indicated that the overwhelming majority of the responding students gave positive responses to the questions asked. Most students felt that the Algebra class was "great," "happy," or "fun." They indicated that the Algebra class differed from other classes in the use of signs and symbols, team support, and to textbooks. Students also felt that the other classes in school were "great," "good," or "happy."

Teachers reported that the teaching methods employed by the SEED instructor was "extremely effective." They also felt that the SEED lessons stimulated student interest in mathematics, and also the lessons had a positive impact on shy or withdrawn students.

During the school year, several parents, teachers, administrators, university personnel, etc., visited the SEED class while in session. Many completed evaluation forms. An example follows: "If you ever feel depressed you should enter one of these SEED classrooms. It was a wonderful learning experience to watch the students help each other learn. The teacher taught, the students taught and everyone learned. Student's self-esteem as well as math skills are being built in the class." (University professor)

The SEED instructor developed an Algebra test with selected random problems from a high school textbook. The test was administered to grades 4 and 5 SEED students. The objective of the test was to gather data to assess each students' ability to apply algebraic concepts in a novel content without teacher assistance. Grade 4 had an average score of 86.70 percent. Grade 5 had an average score of 89.50 percent.

Parents, professionals, community groups should be encouraged to visit the SEED classes in an effort to see how well students perform in these classes.

All mathematics teachers should be inserviced on techniques, activities and benefits of the SEED Program, and encouraged to use these techniques to improve mathematics achievement in students.

The SEED Program should begin in elementary school and continue with the same students through high school.

It is recommended that the SEED Program be continued, incorporated in the mathematics curriculum, and expanded to additional schools.

Evaluator: Charles Green

PROGRAM FACTS

Name of Program : IBM's Writing To Read

Funding Year : 1990-91

Purpose of Program : To enhance the writing and reading skills of first grade students through the use of computers.

Features of Program : A computer lab is located in each school with a management system that helps teachers and aides (SSAs) lead students through a sequenced, self-paced cycle of interactive learning.

Funding Source : Detroit Board of Education

Funding Level : $2,070,000 maximum, $1,360,000 minimum (based upon performance)

Number and Level of Participants : First grade students at 25 designated schools for the process evaluation; 1,952 first grade students at 22 elementary sschools for the product data review.

Number and Level of Schools in Program : Twenty-five Detroit Public Elementary Schools; 22 of the 25 schools were used to evaluate the performance contract.

Staffing Pattern : One aide (School Service Assistant) staffed each of the computer labs. When teachers brought their classes to the lab, they remained with their students.

Instructional Time : One hour per day for each first grade class

Equipment and Materials : 25 non-networked WTR centers
WTR software and materials for 25 centers

First Year Funded : 1990-91

Names of Schools : Area A: Campbell*, Duffield, Harms*, Mark Twain
Area B: Dixon, Oakman, Sherrill, Thirkell, Woodward
Area C: Bow, Burns, Crary, McKenny
Area D: Clinton, Custer, MacDowell, Sherrard
Area E: Cooper, Flemming, Marshall, Stephens
Area F: Carstens, Clark, Hutchinson, McGregor*
*not used to evaluate performance contract

Coordinators : Dr. Barbara Coulter, Communication Arts
Ms. Geraldine Carroll, Instructional Technology

IBM's WRITING TO READ
1990-91

Executive Summary

Purpose and Features of the Program

IBM's Writing To Read (WTR) program is designed to enhance reading skills in the early grades with the initial focus on the first grade. Through the use of technology (computers), WTR is designed to teach first grade children to write anything they can say and then read what they have written.

The program is designed as a multi-activity, multi-sensory approach to learning, with instruction delivered in a laboratory setting called the Writing To Read Center. The children go to the Center, which is under the direction of a school service assistant, with their classroom teacher for one hour each day to work at various learning stations.

Methodology

The process evaluation examined the efficiency of the installation and maintenance of the equipment, adequacy of staff training and the receptiveness of the students, parents, and staff to the program.

Questionnaires were used to gather information from parents, principals, teachers, and school service assistants. Data from these questionnaires were tabulated and content analyzed in order to determine the adequacy of the implementation of WTR in Detroit.

Product data are examined in this report for the purpose of assessing compliance with the performance contract between IBM and the Detroit Public Schools which based payment for WTR services on student achievement. The total reading subtests of Levels 10 and 11 of the California Achievement Test, Form E, are used for this purpose.

Scores for participating first grade students from spring, 1990 and spring, 1991 were retrieved from city-wide test records. Means of Normal Curve Equivalent (NCE) scores in reading for students with a pretest-posttest match were then converted to z-scores, based on the NCE distribution. First grade scores from 1991 were compared with kindergarten scores from 1990 in order to determine the gain in terms of standard deviation units for WTR participants. Payment was based upon this difference according to a predetermined scale.

Findings and Recommendations

Process evaluation questionnaires were sent out to parents, principals, teachers and school service assistants in the 25 Writing To Read project schools. Four hundred fifteen questionnaires were returned; 279 from parents, 89 from teachers, 25 from principals and/or their designees and 22 from school service assistants (SSAs).

The response from these questionnaires indicated that, overall, parents, teachers, principals, SSAs and students were enthusiastic about the WTR program. Teachers did not endorse the program as strongly as the other respondents, and were much more critical of the program.

Teachers and SSAs were very pleased with the initial inservice training provided by the Writing To Read specialists from IBM. They also indicated that the specialists were always available when needed and that these specialists provided continuous consultant and support services to the schools. Only one teacher indicated a need for consultant services on a regularly scheduled basis.

The WTR program necessitated changes in scheduling to fit the program into the required curriculum for first grade students. Many teachers expressed a concern about time allocations to other curricular areas being shortened to accommodate the WTR program. Teachers also felt that the frequency of the WTR sessions in the lab should be reduced from five to three days per week.

When responding to questions concerning the effectiveness of the WTR program, the respondents saw the program as more effective with writing than reading. They also said that more time was spent in writing than in reading, which could account for the better progress they noted in writing. The lower level of progress noted in reading could be attributed to the teachers' attitudes about the phonics area of the program; many teachers made comments stating that the phonics area of the WTR program was not effective.

Most teachers and SSAs said that the WTR program was very effective with above average and effective with average students, but thought that the program was ineffective with below average students. This could be directly related to their comments about below average students needing more supervision in smaller groups. They indicated that below average students tended to be less attentive and more disruptive in large groups where they were left to work independently.

There were no complaints voiced about the maintenance and service of the WTR equipment. All respondents said that maintenance and service were provided promptly whenever needed. However, most said they had no need for maintenance or service because there were no problems with the equipment. The only complaint voiced by respondents concerned the time it took to replace equipment that was stolen from one of the schools. This one complaint does not diminish the fact that the equipment was very reliable and did not require extensive service.

Although the respondents felt that the WTR program was an excellent program and should be continued, they had concerns about the positive experiences with the program being lost after the students leave the first grade. Most felt that the program should be extended through the second grade and possibly start in kindergarten.

The results of the review of product data were not as favorable as those of the process evaluation. Comparison of first grade and kindergarten scores on the CAT/E reading test showed an overall loss of -1.1 NCEs. This is equivalent to a loss of -.0522 standard deviation units. Based upon the performance contract provisions, these results indicate that only the minimal payment of $1,360,000 is due to IBM for WTR services for 1990-91. Examination of the school level data revealed that 12 of the 22 schools showed losses while 10 showed gains. Losses ranged from a maximum of -17.4 NCEs to a minimum of -0.3 NCEs. Gains ranged from a maximum of +14.9 NCEs to a minimum of +0.1 NCEs.

Computer instruction is not a panacea, but the process evaluation of the IBM Writing To Read program indicates that WTR gives students access to technology at an early age and increases their desire to learn. The review of product data indicates that WTR does not meet even the minimal requirement of maintaining students' reading achievement at the level predicted by their pretest performance (i.e., the mean NCE score dropped from 53.4 to 52.3 for WTR participants).

These results are for the first year of program implementation and may not be confirmed in future years. Often, due to lack of staff familiarity with the program, slow start up, and other issues related to implementation, first year evaluation findings are not replicated in subsequent years. Therefore, it is recommended that the project be continued for at least two years. It is further recommended that the WTR program be examined for possible revisions based upon the insightful comments and suggestions made by the respondents to the process evaluation questionnaire. In addition, focus groups should be convened with representatives from schools where students showed gains and schools where students showed losses in reading performance as measured on the CAT/E for the primary purpose of determining what differences, if any, existed between these two groups of schools in program implementation, staff attitude, and other relevant variables. All future evaluations must contain data related to the level of program implementation.

Finally, based upon the initial year's product data, it is recommended that a comparison group evaluation study of WTR be conducted to confirm the findings of this study. If these findings are confirmed and continue to exist in future years, it will be recommended that, since reading performance for WTR students decreased, other, possibly less expensive, alternatives should be explored for teaching reading to first grade students in Detroit. It is further recommended that a longitudinal study of participants be undertaken to determine if the effects of WTR are lasting, or if they disappear over time, and that this study include the comparison group used in the additional evaluation study proposed above.

Process Evaluator: **Wilbur A. Lewis**
Contract Compliance Evaluator: **JoAnne E. Moore**

A STUDY COMPARING the PERFORMANCE
# of FIRST GRADE STUDENTS USING
WRITING to READ and a CONTROL GROUP
USING the REGULAR READING PROGRAM
in the DETROIT PUBLIC SCHOOLS
1990-91

Executive Summary

Background

The August, 1991 report on the first year of implementation of IBM's Writing to Read (WTR) program in the Detroit Public Schools found that the first grade students in the 22 schools where WTR was implemented for the entire year showed an overall loss of -1.1 NCEs. This follow-up study compares the performance of the WTR students presented in the 1990-91 report with that of a group of first grade students from 22 comparable schools for the same school year.

Methodology

The control schools were matched with the WTR schools using eight criteria related to achievement. Further testing for comparability indicated that the groups were well matched. California Achievement Reading Test scores from kindergarten and first grade were retrieved for all students and gains/losses in NCEs and standard deviation units were computed. The methodology for this study was parallel to that of the first WTR report, except that a control group was added to the design.

Findings and Recommendations

The findings of this study confirm the findings of the August WTR report. The control group performed better than the WTR students, even though there was a slight bias against the control group since there was a larger percentage of students identified as Article 3 eligible than at the WTR schools. The reader is cautioned that these results are based upon data from the first year of implementation of WTR, and that implementation issues and lack of familiarity with any program can cause poor performance during the first year.

Recommendations echo those of the August report. Focus groups representing WTR schools experiencing both gains and losses in reading performance should be convened to answer questions concerning the issue of implementation. WTR should be reevaluated during the two year continuation recommended in the August report. A longitudinal study of students participating in WTR and the control group from this study should be initiated.

Evaluator: JoAnne E. Moore